



North

Yorkshire County Council

NORTH YORKSHIRE CHILDREN & YOUNG PEOPLE'S PLAN 2006-9

Year 1 Review



North Yorkshire
Children and Young People's
Strategic Partnership

GUIDE TO REVIEW DOCUMENT

Introduction:

North Yorkshire's Children and Young People's Plan was developed as a local plan in a national context. It has a great deal of common ground with the Annual Performance Assessment framework but the two are not quite coterminous and they are not organised in the same way.

During 2006/07 the sections of the CYPP most relevant to the APA are listed below. The CYPP is colour-coded, and we have used the colour-coding throughout the Review document.

CYPP Section	Colour Coding
Improvement Strategies	
▪ Be Healthy – Obj 1.1-1.7	Pink
▪ Stay Safe – Obj 2.1-2.5	Blue
▪ Enjoy and Achieve – Obj 3.1-3.7	Green
▪ Make a Positive Contribution – Obj 4.1-4.5	Orange
▪ Achieve Economic Wellbeing – Obj 5.1-5.7	Purple
▪ Capacity Building – Obj 6.1-6.3	Yellow
Working Together:	
▪ Use of Resources – Obj 1-2	Turquoise
▪ Performance Management – Obj 1	Turquoise

CYPP Review Document Structure

- To help clarify the evidence base used across the Review for the APA Self-Evaluation judgements, we have provided summaries, which follow the APA framework, cross-referenced to the CYPP Review. **These form Part 1 of each section.**
- We have reviewed 2006/07 performance against each Improvement Objective and cross-referenced them to the relevant APA key judgements or overall judgements. **These form Part 2 of each section.**
- We have reviewed the Needs Analysis for each part of the CYPP. **These form Part 3 of each section.**
- For ease of reference we have also appended two grids to summarise cross-references between
 - APA Key Judgements and CYPP Improvement Objectives
 - New legislative requirements and CYPP Improvement Objectives

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ANNUAL PERFORMANCE ASSESSMENT 2007: SELF-EVALUATION GRADES

Please provide the following grades using the LSIF four point scale and descriptors as a guide.

Name of Local Authority	NORTH YORKSHIRE COUNTY COUNCIL
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Date Form Completed	8 June 2007

Areas for judgement	Being healthy	Staying safe	Enjoying and achieving	Making a positive contribution	Achieving economic well-being
The contribution of the council's services in maintaining and improving this outcome for children and young people.	3	3	4	3	3

The council's children's services	Grade
The contribution of the council's children's services in maintaining and improving outcomes for children and young people.	3

Capacity to improve	Grade
The council's capacity to improve its services for children and young people	4

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**NORTH YORKSHIRE
CHILDREN AND YOUNG PEOPLE'S PLAN REVIEW/APA SELF-ASSESSMENT : JUNE 2007**

**PART 1 : SUMMARY EVALUATION FOR APA
OUTCOME/PLAN AREA: BE HEALTHY**

1.1 Parents and carers receive support to keep their children healthy.

Links to CYPP	1.1, 1.4, 1.5 , 2.5, 3.1, 3.2, 5.7, 6.1, 6.2, 6.4
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Evidence of Progress 2006/7
See CYPP Reviews as above.

Parents and Carers are supported well in connection with keeping their children healthy. Support is provided by a good range of universal and targeted multi-agency services (JAR para. 41). These have been extended or strengthened further as additional children's centres, integrated locality teams and targeted outreach projects (eg. Young Mums 2 B) have been commissioned. The Child Health Promotion Programme (CHPP) is implemented effectively and key indicators remain good for low birth weight, infant mortality rate and perinatal mortality. The proportion of expectant mothers smoking fell, though it remains above national average in two areas and requires further targeted work. Immunisation rates remain good overall and are monitored to target activity as appropriate. Opportunities for physical activity are increasing and promoted actively to parents and children through PESSCL and Healthy Schools, with good progress towards LAA Stretch Targets (see 1.2). School meals quality and take-up also continues to increase through good inter-agency work and promotion (see 1.2). Highly effective Early Years services and Family Learning continue to provide advice and support to early development. Support to parents in connection with all aspects of their children's well-being is being co-ordinated in a multi-agency, county-wide Parent Support Strategy. It establishes a framework for all tiers of service linked with the strategy for integrated locality teams, children's centres and extended schools.

APA Self Evaluation Summer 2007	Grade 3
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1.2 Healthy lifestyles are promoted for children and young people

Links to CYPP	1.1, 1.4, 1.5, 1.6 , 3.1, 4.1, 4.5, 5.1, 6.1
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Evidence of Progress 2006/7
See CYPP Reviews as above.

Excellent Healthy Schools Programme continues through joint work by LA and PCT. 96% of schools participating. 51.4% achieved Healthy School status by April 2007, significant progress towards LAA Stretch Target of 85% by 2009. All schools now have a school travel plan (ahead of target). Childhood obesity being addressed with children in reception and Y6 weighed for body mass index baseline. A multi-agency strategy is being developed for local implementation. 81% of 5-11 year olds have two hours or more of high quality PE and school sports within and beyond the curriculum – significant progress towards LAA Stretch Target of 97% by 2009. School Sports Partnerships focus on hard to reach groups, and the Sports Special Partnership targets children with SEN. The Council's Young People Overview and Scrutiny Committee takes an active and positive interest in this area of work. 26% reduction in under-18 conceptions since 1998, significantly better than the 2005 national rate. To maintain progress towards 2010 target, wards where the rate of teenage pregnancy remains high are highest priority. Work underway to increase access to sexual health services, and chlamydia screening is in place across most of the county. Recruitment to the PHSE Certification programme is being accelerated. Good and effective local projects on substance misuse recognised in JAR and an overarching Substance Misuse strategy (due July 2007) will promote dissemination of best practice. 66.8% of Early Years providers achieved good or outstanding at inspection against the Be Healthy criteria (national benchmark of 61.2%). The percentage of schools achieving good or outstanding for enabling learners to adopt healthy lifestyles is in line with or better than the national benchmark. Extensive participation by children and young people in Health Related Behaviour Questionnaire (HRBQ), commissioned jointly by LA and PCT. The findings are informing work across all Outcomes to contribute to good physical and mental health.

APA Self Evaluation Summer 2007	Grade 3
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1.3 Action is taken to promote children and young people's physical health	
Links to CYPP	1.1, 1.4, 1.5, 1.6, 1.7, 2.4, 3.1, 4.3, 4.4, 5.5, 5.6
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>Good physical health for children and young people is promoted effectively through a comprehensive range of universal and targeted programmes. Universal CHPP is well-established, Standardised Health Needs Assessment is being developed. Uptake of vaccination is good and immunisation screening is monitored. JAR confirmed that access to Health Services, including waiting times, is good, with good assessment for LDD, but that there are issues about age-appropriateness of some services. That is reflected in CYPP priorities. Data confirms that overall children's physical health is good. Areas of health inequality are targeted through NHS and Integrated Service developments, the latter on locality based needs assessment. Significant targeted progress made through Children Centre Programme (Filey and Brotherton openings), Teenage Pregnancy Strategy targeted wards, and effective local substance misuse projects (JAR). The very effective work on promoting Healthy Lifestyles (See Key Judgement 1.2) contributes significantly to good physical health. Survey data (HRBQ) confirms young people are actively engaged in making healthy choices and weighing issues affecting their physical health. It is a CYPP priority to prevent physical harm and promote physical health in children's local environments. Good progress continues to be made with reducing road traffic accidents, providing young people with safe transport, increasing the number of venues with safe facilities to play (including mobile facilities in rural areas), and extending the range of safe activities provided out of school hours through Extended Schools and 4Youth projects. In areas of greatest health inequality, creating physically safe environments is also being supported through projects to prevent anti-social behaviour, and through focused attention on Homelessness Prevention, with positive trends in reducing formal homelessness. Both are priorities for continued inter-agency work.</p>	
APA Self Evaluation Summer 2007	Grade 3
1.4 Action is taken to promote children and young people's mental health.	
Links to CYPP	1.2, 1.3, 1.7, 2.3, 3.4, 3.6, 4.1, 4.5
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>CAMHS are multi-agency and address all four tiers. JAR confirmed that clear referral pathways provide easy access to services. Targeting to vulnerable groups continues to develop. The well-established CAMHS Service for LAC was recognised in the JAR, and the Treatment Foster Care project for Adolescents is developing innovative, additional approaches to complex needs and is being extended to a further Treatment Foster Care programme for younger children. CAMH Service to the Youth Offending Team is fully in place now, and local CAMH strategies now include young offenders as a priority group across the County. A YOT/PCT Service Specification has been agreed which clarifies the role and function of health workers in relation to young offenders and secures a consistent service for them. Good local initiatives by CAMHS for substance misuse were recognised in the JAR, though a need for a more systematic approach was identified. During 2006/07 review of CAMHS local strategies has been based on a robust, county-wide needs assessment, and a common set of criteria. This has produced a more consistent and comprehensive assessment of priorities across the former PCT areas on which CAMHS structures were originally based. The Local Authority and new PCT are committed to a single CAMHS strategy for the whole County as a priority for 2007/08. There is also shared commitment to co-ordinating CAMHS Level 1 and 2 with integrated locality teams and the inter-agency Parent Support strategy. Access to age and maturity appropriate services for 16 and 17 year olds has improved (PICf/A70). The Joint Commissioning Group (LA and PCT) established this year for more complex cases has developed some alternative care packages to reduce out-of-Authority placements and meet needs closer to home for some young people. Waiting times for CAMHS are significantly improved, with all referrals seen within 13 weeks. Significant progress has been made at Level 1. The Social and Emotional Aspects of Learning (SEAL) programme led by the LA is being delivered to an increasing number of Primary schools, with positive impact reported. Plans are in place to extend to Secondary schools. Target is for all Primary schools and 50% of Secondary schools to be involved by 2009. Capacity is also being built through CAMHS support to training for SEAL, Healthy Schools and Voluntary Sector projects. Primary Mental Health Workers are also leading development of a Mental Health Promotion Network. Children and young people's in-patient facilities in York have been upgraded and improved with the extended building opening in January 2007. There has, therefore, been progress on all four tiers of service which includes capacity building and some innovation to promote sustainability.</p>	

APA Self Evaluation Summer 2007	Grade 3
1.5 Looked after children's health needs are addressed.	
Links to CYPP	1.2, 1.5, 2.5
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>The JAR confirmed a broadly positive position regarding the Health of, and Health Provision for, LAC. Its criticism that not all Health Assessments for LAC were being carried out by a paediatrician has been addressed through a service contracted with an Acute Trust for the part of the County previously covered by GPs (the change is to take effect from July 2007). Specialist nursing services to LAC, commended in the JAR, remain a priority for the new PCT. For CAMHS for LAC see Key Judgement 1.4 above. The improved figure for Health Assessments for LAC in 2005/06 (82%) has not been sustained this year (71.4% against national benchmark of 87.3% and statistical neighbours 86.4%). Whilst this still represents a high level of achievement (four "blobs"), it is a cause for concern and is attributable, in large part, to the lack of availability of NHS dentists. Without diminishing the importance of this issue, taking account of other positive features maintained this year, and some improvements, the overall Health position for LAC on balance remains good.</p>	
APA Self Evaluation Summer 2007	Grade 3
1.6 The health needs of children and young people with learning difficulties and/or disabilities are addressed.	
Links to CYPP	1.1, 1.2, 1.5, 1.7, 6.4
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>The JAR identified positive features in Health Provision for LDD but also inconsistencies in levels of services and a need for greater integration. It recognised that these, and other LDD service configuration issues, require longer term action. The programme for that is addressed in the JAR Action Plan and captured in a set of milestones across a range of outcomes in the CYPP for 2007/08, including the development of an inter-agency strategy for Integration in Objective 6.4 of the CYPP (See CYPP Review Document). During 2006/07 contributory improvement steps have been taken. Local CAMH strategies now include children and young people with learning difficulties and/or disabilities as a priority group, which will help to promote more consistent access to services. The Early Support programme (led by the LA, and run in conjunction with the PCT) is being rolled out. This provides integrated, early assessment and support to families with young children with disabilities. Additional investment in the LA Portage Service is also enabling effective links with Hospital Trusts and work with Child Development Centres, which means that families can be offered appropriate and joined up services promptly following diagnosis. Children and young people with SEN have been prioritised as a particular focus in work to promote healthy lifestyles (see Key Judgement 1.2, Sports Special Partnership) and the Joint Commissioning Group (LA and PCT) is reviewing approaches to individual placements in complex cases with a view to more local arrangements for high needs children. The LA has completed its SEN/Behaviour Review and agreed a strategy for an extended network of local services, closely linked with the developing network of Integrated Services at locality level.</p>	
APA Self Evaluation Summer 2007	Grade 2
Overall Evaluation:	
<p>Health outcomes for children and young people compare well with similar areas and are a high priority in good multi-agency work in which the LA plays a major part, as recognised in JAR (Grade 3). Work has developed further since then, including LAA stretch targets, with evidence of impact. Health in equalities are well-understood and guide priorities across agencies, including the LA, which leads several Key programmes. Multi-agency health promotion work is a strength in universal and targeted work. Child Health Promotion Programme implemented and targets the vulnerable. Good impact on Key Indicators, eg Teenage Pregnancy, with clear priorities for further improvement. Good, early identification of physical health needs, including for vulnerable children, which are addressed with appropriate support. Access to services is good and they are prioritised in a range of multi-agency programmes. Young People's views are sought in broadly based surveys and targeted consultation, much of this is joint work led by the LA. CAMHS is multi-agency. Addresses all 4 tiers. Well-established for LAC. Much improved for YOT. Contributing to training to Level 1/2 multi-agency training, including schools. Health Services to LAC remain good overall – appropriate action taken on JAR recommendations. Jointly commissioned services and support for LDD</p>	

continuing to develop, with a number of positive developments led by LA working jointly with PCT contributing to post-JAR long-term developments. For NHS, all targets were achieved in the Annual Health Check, and full compliance against Core Standards C2 and C3 was declared in the Standards for Better Health assessment 2006/07 for the new PCT. Children's Hospital Improvement Reviews rated 2 hospitals as Fair and 1 as Weak, which is being taken forward as a priority by SHA and PCT jointly.

APA SELF-EVALUATION, JUNE 2007	GRADE 3
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PART 2 : REVIEW OF PERFORMANCE 2006/7 – BE HEALTHY

Objective 1.1 - encourage and enable children and young people to take physical exercise and to participate in sport and leisure

Introduction

This objective of the CYPP closely relates to APA key judgements 1.1, 1.2, 1.3, 1.6, 3.6

Key Activities:

- Provide all children, young people and their families with the information they need to understand the links between activity and better health.
- Provide access to outdoor provision for all children in settings and schools in the foundation Stage.
- Encourage provision in all extended schools and educational facilities as a community resource for sports and physical activities.
- Involve children and young people in decisions about physical activity opportunities offered by their local community.
- Develop the involvement of children and young people with LDD in sport and recreation through the Special School Sports Co-ordinator Programme.

Progress against Milestones

- The PESSCL group, comprising representatives from sports colleges, school sport partnerships, North Yorkshire Sport, Youth Sport trust and the LA, has been established to raise standards, increase participation, identify and provide excellent practice and act as lead agency for physical activity and school sport.
- Seven Community Sports Networks (CSNs) have been established to build capacity (facilities and opportunities) through sport investment portfolios. The interests of children and young people are represented on CSNs by School Sports Partnerships.
- The Sports Special Partnership is established. The partnership development plan will increase participation and attainment through PE, out of school hours learning and sport, and improve the quality of community life. It is targeted at children and young people with a range of special educational needs.
- Guidance and support has been provided to schools and settings on the use of the outdoor environment, including playground recreation to increase the confidence and competence of staff (Health Related Behaviour Questionnaire recommendation).
- The Young People Overview and Scrutiny Committee through a review into sports provision and participation in North Yorkshire is taking an active interest in the work of the eight School Sports Partnerships and will include a focus on developing better outcomes for harder to reach groups.
- Children in reception and Year 6 have been weighed and measured as per DOH requirements in H&R, CHR&D areas, a sample from S&Y to gather body mass index baseline information.

Impact:

- 100% of North Yorkshire schools have a school travel plan *(Y3 target achieved).
- 51.4% of schools have achieved Healthy Schools status (April 2007). (Target 50% by December 2006)
- 81% of 5-16 year olds access 2 hours or more of high quality PE and/or school sports within and beyond the curriculum each week.
- Between April 2006 and December 2006 99% of schools and settings were judged by OfSTED to meet the Quality and Standards in the Foundation Stage which includes having access to outdoor provision. (i.e. Y3 target achieved early).

CONCLUSIONS AND NEXT STEPS

Introduction

Good further progress towards challenging targets based on good strategy and partnership working.

Year 2 Milestones

- Implementation of the Obesity Strategy and introduction of initiatives to support and uptake of activity and exercise with a link through to the commissioning plan of the PCT
- Over £100k will be invested to support 180 schools to promote walking initiatives (Park and Stride and Walking Bus).
- Sustainable Travel Strategy to be developed incorporating travel to school (promoting walking and cycling).
- The Active People Survey 2006 (Sport England) to be used to measure increases in: participation in sport and physical activity; club membership; participation in safe unstructured activity and young people actively leading physical activity and sport.
- The Physical Activity Toolkit will be rolled out to all schools through School Sports Partnerships

Amendments to Year 3 Targets

- Amend the first target to read - A reduction in the rate of increase of childhood obesity in primary school

aged children matched against 2006 baseline(LAA target)

- Amend 3rd target to read - 85% schools will have achieved healthy schools status by December 2009, (LAA stretch target).
- Amend 4th target to read - 97% of 5 to 16 year olds accessing two hours or more of High Quality PE and School Sports within and beyond the curriculum each week by October 09 (LAA stretch target).

Objective 1.2 – improve mental health services to those children and young people with complex needs

Introduction

This objective of the CYPP closely relates to APA key judgements **1.4, 1.5, 1.6, 4.2**

Key Activities:

- Agree arrangements at senior management level between appropriate agencies to meet the needs and manage risks associated with this group.
- The needs of children & young people with severe, complex, persistent behaviour and mental health needs are met through a multi-agency approach.

Progress against Milestones:

- The CYPSP Joint Planning and Commissioning Group meet to consider the needs of this group including representation from PCT and CAMHS.
- Initial steps undertaken by LA Placement Planning Manager to co-ordinate the activity of existing separate panels into one forum.

Impact:

- Number of children placed out-of-authority reduced. Children receiving care packages closer to own community.

CONCLUSIONS AND NEXT STEPS

Introduction

This objective should be recast to reflect all 4 of the required components of a comprehensive CAMHS Service. The 4 areas are:

- Full range of CAMH Services for CY&P with Learning Disabilities.
- 16 and 17 year olds – access to age appropriate mental health services.
- 24 hour cover for specialist assessment.
- Protocols for CYP with complex, persistent and severe needs.

The Y2 milestones and Y3 targets should relate to aspects of service in the recent CAMHS return to CSC1. This objective will be merged with objective 1.3 and reframed as “Promote the mental health of children and young people”.

Objective 1.3 – help children and young people understand and express their feelings and build their confidence, emotional intelligence and resilience.

Introduction

This objective of the CYPP closely relates to APA key judgements **1.4, 4.1**

Key Activities:

- Implement the recommendations from the North Yorkshire Child and Adolescent Mental Health Service (CAMHS) Strategy which encompasses five Local Action Plans.
- Develop the Social and Emotional Aspects of Learning (SEAL) Project in schools.
- Ensure that all staff have the appropriate skills to promote the emotional and mental health of children and young people.
- All children and young people universally have access to Child Health Promotion Programmes.

Progress against Milestones:

- Progress towards a comprehensive countywide needs analysis and survey of performance in moving towards a comprehensive CAMH Service was reported to CYPSP Board in July 2006.
- Progress towards an overarching North Yorkshire CAMHS Strategy was considered by the Board in May 2007. The delivery of key improvement areas is set out in local plans.
- The SEAL project is being delivered to an increasing number of primary schools (currently 150 in five areas).
- A multi-agency group has been established to develop a Countywide mental health promotion network.
- Staff are receiving training (eg through SEAL, CAMHS training programmes, Voluntary Sector activity and Healthy Schools Programme). Initial work has been done to establish a baseline database of appropriate skills of staff and what currently exists in county in terms of good practice.
- All C&YP have access to Child Health Promotion Programmes.
- A YOT/PCT service specification has been agreed which clarifies the role and function of Health workers in relation to young offenders.

Impact:

- 5 SEAL area reports demonstrate impact on learning, behaviour, attendance and well being of staff.

CONCLUSIONS AND NEXT STEPS

Introduction

Good progress made, building on the positive position recognised through JAR.

This objective will be merged with objective 1.2 and reframed as "Promote the mental health of children and young people". The milestones and targets are found within the new objective.

NEW Objective 1.2 – promote mental health of children and young people (NB: replacing current 1.2 and 1.3)

Introduction

This objective of the CYPP closely relates to APA key judgements 1.4, 1.5, 1.6, 4.1, 4.2

Key Activities:

- Develop a vision for a comprehensive, high quality children and young people's mental health service across the County.
- Improve arrangements between health, children's services and youth justice to meet the needs and manage the risks for children and young people with complex, persistent and severe behaviour and mental health needs.
- Help children and young people to understand and express their feelings, and build their confidence, emotional intelligence and resilience.

Year 2 Milestones:

- 5 local CAMHS strategies and action plans 2007-2010 will be approved by the CAMHS Co-ordinating Group to improve services locally and achieve a common high standard across the County.
- Local CAMH strategies will include as priority groups young offenders and children and young people with LDD improving services to 16 and 17 year olds and the establishment of robust mental health services for children and young people out of hours.
- Protocols for joint funding and assessment for children and young people with complex needs will have been further developed.
- The Treatment Fostering scheme in Scarborough, Whitby, Ryedale will be extended to 8 beds in collaboration with the PCT.
- In the Harrogate area, preventative multi-dimensional treatment foster care will be established for children 3-6 years old to prepare them for long term placement.
- The Social and Emotional Aspects of Learning (SEAL) project will be delivered in two-thirds of primary schools and 10% of secondary schools.
- Monitoring and evaluation arrangements will be developed and implemented to demonstrate the impact of SEAL.
- Audit and disseminate good practice locally and nationally to inform new staff training strategy.

Year 3 Targets:

- An overarching North Yorkshire CAMH Strategy and action plan will have been prepared.
- 100% of primary schools and 50% of secondary schools will be delivering the SEAL project.
- A level 3 rating will be achieved for arrangements to meet the needs of children and young people with complex, persistent and severe behavioural and mental health needs.
- 100% of school learners will be helped to develop stable, positive relationships (Ofsted judgement)

Objective 1.4 – improve sexual health and relationships of children and young people by providing health education, advice and support

Introduction

This objective of the CYPP closely relates to APA key judgements 1.2, 1.3

Key Activities:

- Reduce the prevalence of sexually transmitted diseases
- Improve health outcomes for teenage mothers and their babies
- Develop a model for an integrated sexual health service

Progress against Milestones:

- A programme to support pregnant teenagers is in place in Harrogate, Selby and Scarborough and is being rolled out to the other areas.
- A North Yorkshire Sexual Health Network has been established.
- A multi agency conference on supporting pregnant teenagers and teenage parents was held in October 2006 and attended by over 100.
- Chlamydia Screening Programme in place in three localities Selby, Hambleton & Richmond and Craven.
- A multi agency training programme on sexual health and teenage pregnancy has been established (based on needs assessment).

- PHSE certification programme for teachers and community nurses – 21 teachers and 2 nurses are enrolled on the 2006/07 course.
- The number of staff trained in condom distribution through the North Yorkshire condom distribution scheme has increased.
- Young mums 2B programme – plans developed to extend the programme across North Yorkshire with the development of Children's Centres.

Impact:

- There has been a 26% reduction in under 18 conceptions since the 1998 baseline.
- Chlamydia screening volumes have increased from 442 (2003/04) to 1097 (2006/07, 1st 2 quarters).
- The number of pregnant teenagers and teenage parents known to Connexions and therefore been offered support has increased from 60% to 85.9%..

CONCLUSIONS AND NEXT STEPS

Introduction

Very positive progress; strong multi-agency working maintained. Well-placed for next phase of increased emphasis on targeted work with vulnerable individuals as well as vulnerable areas.

Year 2 Milestones

- Carry out a health needs assessment and health equity audit of sexual health services to inform the development of a countywide model.
- Develop a countywide sexual health strategy.
- Review Sexual Health Services against the DH 10 High Impact Areas for Sexual Health.
- Roll out a programme of support for pregnant teenagers and teenage parents across the county.
- Develop sexual health programmes targeting young people who are at risk of early pregnancy (including peer education).
- Implement the programme of training for staff working with young people around delaying early sex and ensure evaluation.
- Develop and implement a publicity campaign concerning the availability of sexual health services so that young people know what is available in their area.
- Ensure that all staff involved in the condom distribution scheme receive appropriate training.
- Recruit a further 10 teachers and two community nurses onto the 2007/08 PSHE certification programme to improve their delivery of sex and relationships education.
- Screen 15% of 15-24 year olds for Chlamydia.

Amendments to Year 3 Targets

- Revised wording 3rd bullet point – Maintain a decrease in under 18 conception rates in line with the 2010 target of a 50% reduction. (LAA target)
- New Target – Develop plans to roll out Chlamydia screening across North Yorkshire.

Additional Key Activities or Changes to Year 3 Targets

- Add Strengthen the North Yorkshire teenage pregnancy strategy to ensure at risk groups of young people and teenage pregnancy hotspot areas are targeted in line with new national guidance.

Objective 1.5 – support parents/carers and families to promote and choose healthy choices for their children and young people

Introduction

This objective of the CYPP closely related to APA key judgements 1.1, 1.5, 1.6

Key Activities:

- Parents and Carers receive information, services and support to equip them with all the skills they need to ensure children & young people have optimum life changes that keep them healthy & safe.
- Parents feel confident and skilled in talking to their children and young people about a range of health issues including sexual relationships, harmful substances and healthy eating.

Progress against Milestones:

- The Countywide Parenting Strategy was agreed by the Board in May 2007. It defines the nature of support at all tiers and is linked with the strategy for Integrated Locality Teams.
- The Universal Child Health Promotion Programme (CHPP) is delivered across North Yorkshire by Public Health Nurses.
- Targets on the uptake of vaccination and immunisation screening programmes are monitored. These programmes are delivered in all mainstream schools.
- The PCT now has a robust mechanism for extracting childhood vaccination and immunisation data. Its next task will be to deliver a year on year percentage increase in up-take. This will be achieved by raising the up-take in areas with the lowest rate up to the PCT average. This work will be monitored through the District Immunisation and Vaccination Group.
- Work in progress to identify a Standardised Health Needs Assessment process.
- A whole county information campaign was run in 2006 emphasising the health benefits of school meals (website, leaflets, parent "taster" sessions).

- A recognition and award system introduced for school cooks. National primary school catering team of the year award achieved 2006.

Impact:

- All but one GP practice in North Yorkshire offers CHPP to children and young people registered with the practice.
- Figures on vaccination and immunisation uptake available (via JAR data set).
- Average daily school meals uptake in primary increased from 16,791 to 17,282 (2005-2006) (currently 17,791) – despite falling school rolls.
- Uptake of free school meals increased over the past 3 years (pri 84% - 91%, sec 64% - 76%.)

CONCLUSIONS AND NEXT STEPS

Introduction

Evidence of sustained progress against year 1 milestones which has built well on the strengths identified in the JAR.

Year 2 Milestones

- Local improvement plans for parenting support will be made available. These will include targeted support for specific needs and issues including mental ill health, learning disabilities, substance misuse and domestic violence.
- All new starters at primary schools will receive an information pack explaining the benefits of a school meal.
- Ensure that information, advice and guidance (IAG) on drugs and alcohol is accessible to parents/carers and that it meets the (anticipated) national IAG standards.

Objective 1.6 – help children and young people to make healthy lifestyle choices and increase the healthy options available to them

Introduction

This objective of the CYPP closely related to APA key judgements **1.2**,

Key Activities:

- Encourage children and young people to eat and drink healthily at regular intervals in and out of school.
- Discourage children and young people from smoking and substance abuse (including drugs and alcohol) and support them in giving up.
- Empower children and young people by promoting self care and management of own health.
- Continue with the promotion of the Healthy Schools Programme to encourage healthy decisions and nutrition and physical activity.
- Encourage registered day care and childminding providers to achieve the Health related standards.

Action:

- Multi-agency Obesity Strategy in development, including the establishment of Local Implementation Groups.
- North Yorkshire Food in Schools Group established (dietitians, obesity lead officers, school caterers and Healthy Schools co-ordinators) to deliver the national standards for school meals.
- Young People’s Drug and Alcohol Misuse Commissioning Manager appointed. Action Plan Reviewed which includes delivery of a training programme. Procedures and protocols relating to drug and alcohol misuse developed and implemented in some areas.
- Health Plans are routinely provided for children with complex health needs or long term conditions and for LAC. All children have a review of their health status on school entry, with health plans developed as needed.
- Healthy food and drink options are available and provided in all NYCC funded youth work settings which now operate a smoke, alcohol and drug free policy.
- Connexions PAs provide advice and guidance in line with their annual business plan.

Impact:

- All schools in the County Catering contract (90% of schools) are compliant with the National Standards for school meals.
- 40% reduction in drugs, alcohol, smoking related exclusions from school 2004/5-2005/6.
- 7% of day care providers did not meet all the health criteria at registration but only 0.7% failed to do so on inspection. 66.8% achieved a good or outstanding on Be Healthy inspection judgement (national benchmark = 61.2%).
- See also Healthy Schools data in objective 1.1, School Meals uptake data in objective 1.5 .
- The percentage of schools achieving good or outstanding for enabling learners to adopt healthy lifestyles is in line with or better than the national benchmark (Pri 92%, Sec 72%, Spec 100%)

CONCLUSIONS AND NEXT STEPS

Introduction

Positive progress made, with good multi-agency engagement and key services ensuring countywide approaches reach all children and young people.

Year 2 milestones

- A multi-agency strategy for preventing and managing Childhood Obesity will be agreed ratified by all partner agencies.
- An overarching substance misuse strategy will be developed building on the Young People's Substance Misuse Plan provided by the Young People's Drug and Alcohol Joint Commissioning Group.
- Increased monitoring of schools outside the County catering contract to ensure compliance with national school meals standards.
- Ensure that the children and young people's workforce have access to tier 1 drugs and alcohol training that complies with the National Occupational Standards for Drugs and Alcohol.

Amendments to Year 3 targets

- Amend the first target to read - Ofsted School Inspection Judgement: 100% schools enable learners to be healthy (primary, secondary and special schools)
- Amend 2nd target to read - 85% of North Yorkshire Schools will achieve Healthy School status by 2009 (LAA Stretch target)
- New Target – Reduce the rate of increase in childhood obesity in primary school aged children to 12.73% (LAA target)
- Delete point 2.

Additional Key Activities

- Amend KA2 to – Provide Children and Young People with knowledge, skills and support to empower them to make responsible, healthier informed choices about the role of drugs (including tobacco and alcohol).
- Amend KA3 to read - Empower children and young people by promoting self care and management of own health including an appreciation of the consequences of health choices for themselves, their families and the wider community.

Objective 1.7 – all children and young people who are ill, thought to be ill or injured will have timely access to appropriate advice and to effective services which address health, social, educational and emotional needs throughout the period of illness

Introduction

This objective of the CYPP relates to APA key judgements 1.6, 2.2, 3.5, 4.2

Key Activities:

- Have in place detailed commissioning arrangements and service specifications for the acute care of children and young people.

Progress against Milestones:

- Following the JAR recommendation, arrangements are now in place for all initial health assessments of LAC to be carried out by paediatricians. Arrangements were already in place for the North and East of the county and will be operational for South and West of the County by July 2007.
- Comprehensive assessment of progress against NSF undertaken to compare performance across the four former PCTs in North Yorkshire. Reported to CYPSP Board in November 2006. This provides baseline for new PCT strategy to establish consistent service standards across the county and to target improvement work or best practice dissemination.
- Acute Trusts are actively engaged across the County on meeting NSF targets with clear plans to achieve against key markers of good practice. Work on developing service specifications relating to 2007/2008 is ongoing.
- Implementation of Lead Professionals is being rolled out as part of the partnership strategy for Integrated Locality Teams.
- Appropriately trained children's nursing staff are employed in some acute settings using rotational staff model.

Impact:

- The impact of the major PCT reorganisation and financial challenges has affected pace of progress on some developments.
- Good engagement with Integrated Locality Strategy maintained.
- Improved evidence base from NSF progress audit gives better foundations for next phase of commissioning by PCT.
- JAR priority for looked after children has been addressed.

CONCLUSIONS AND NEXT STEPS

Introduction

The focus for 2007/8 will be on embedding new PCT arrangements for Commissioning and Operations as they relate to children and young people, so as to accelerate progress in targeted priorities in Acute and Community based services.

Year 2 Milestones

- Develop commissioning arrangements to ensure ill children and young people have access to high quality, evidence-based care developed through clinical governance and delivered by staff who have the right skills for assessment, diagnosis, treatment and ongoing care. (NYY Primary Care Trust)
- Roll out the Early Support programme and principles in the six 'live' localities and introduce it elsewhere as other localities come on stream. (NYCC Access & Inclusion)

Amendments to Year 3 Targets

- Retain existing targets.
- Add – Explore options for engagement in existing or new Managed Local Children's Clinical networks.

Additional Key Activities

- Comprehensive and Integrated Local Services will be developed to meet the needs of children and young people throughout a period of illness short and long-term.
- Development of formal partnerships with all local providers and commissioners of services to children and young people, to determine local service provision and develop consistent protocols for care and advice.

Performance Data – Key Findings

Waiting times for services: overall hospital waiting times for out patient and elective surgery continue to reduce, with achievement at March 2007 of a maximum wait of 11 weeks for first out patient attendance and a 20 week maximum wait for elective surgery. Waiting times for diagnostic treatments (for example, MRI scan) also reduced in line with national targets by March 2007.

CAMHS Needs Assessment completed in April 2006

PSA Proxy Indicators towards a comprehensive CAMHS were attained (PCT)

Improvements made in CF/A70 performance indicators for CAMHS (LA)

New national web-based CAMHS Self-Assessment Matrix (SAM) to be completed by all CAMHS partnership by October 2007

Service User Feedback – Key Messages

CAMHS Service User Participation Projects have begun in 3 (out of 5) CAMHS Partnership areas. Roll-out to remaining two in Autumn 2007.

External Evaluation/New Duties and Requirements – Key Points

National Review of CAMHS Standard 9 in NSF for Children, Young People and Maternity Services (Nov 2006) – North Yorkshire CAMH Services are benchmarking against this document.

**NORTH YORKSHIRE
CHILDREN AND YOUNG PEOPLE'S PLAN REVIEW/APA SELF-ASSESSMENT : JUNE 2007**

PART 1 : SUMMARY EVALUATION FOR APA

OUTCOME/PLAN AREA: STAY SAFE

2.1 Children and young people and their carers are informed about key risks to their safety and how to deal with them.

Links to CYPP 2.3, 2.5, 6.1, 6.4

Evidence of Progress 2006/7

See CYPP Reviews as above.

Information and advice to parents and children about personal safety in the environment are good and promoted effectively (JAR, paras. 22 and 46). This has been improved further through school travel plans now in all schools (ahead of target) and continued reduction in road accident injuries to children. Educational Visits Website/Advisory service, and Health and Safety service to schools, continue to make positive impact on Risk Management (Evaluation evidence). Management of risks due to bullying recognised as a strength in JAR and has improved further. Helpline for parents/carers is in good use; E-mail links to Local Authority Anti-bullying Website established; Information packs have been introduced for Looked-After children which include anti-bullying advice; SEAL making impact in 150 Primary schools; 60% uptake of Rowantree project in first year with electronic pupil questionnaires trialled in Secondary schools; LA Safer Schools policy now incorporated in Police policy and Texting to Young People introduced via Ringmaster; 100 youth workers involved in anti-bullying training as Year 1 priority for new 4Youth service; anti-bullying programme for home-to-school transport is having impact as evidenced through case studies. Young people continue to report that they feel safe.*

JAR confirmed strengths in advice to parents re Safety at Home and Safe Parenting (see JAR, para 46). Significant further expansion and improvements since then. Capacity of Parent Support services increased by addition of 30 Parent Support Advisers and 6 more Family Support Workers linked to Integrated Locality Teams, Children's Centres and Extended Schools. Improved response levels to parents seeking, or agreeing to, early preventative help. Positive impacts reported from roll-out.**

* Also relevant to Key Judgement 2.2 ** Also relevant to Key Judgements 2.2 and 2.4

**APA Self Evaluation
Summer 2007** Grade 3

2.2 Children and young people are provided with a safe environment.

Links to CYPP 1.7, 2.3, 2.4, 2.5, 4.4

Evidence of Progress 2006/7

See CYPP Reviews as above.

We continue to develop an environment for young people in which they feel safe and are empowered. Evidence of further progress in many parts of the CYPP Review. Educational Visits Website/Advisory service, and Health and Safety service to schools, continue to make positive impact on Risk Management (Evaluation evidence). Opportunities for safe, physical activities in school and community settings continue to expand (see Key Judgement Summary 1.3 above and related CYPP Reviews). So do opportunities for involvement in positive activities for young people of all ages, again in school and elsewhere. Sports Leadership, Outdoor Education Activities, Key Fund and Young Money projects, Millennium volunteers are just some examples of current impacts, and Connecting Youth Culture continues with its outstanding work (JAR 2006)(See CYPP Review 4.3). Work to increase safety by reducing bullying and anti-social behaviour is a priority and operates across lower to higher risk situations. For evidence of further progress on anti-bullying see Key Judgement 2.1 Summary above and relevant CYPP Review links. On Anti-Social behaviour, there is extensive work with increasing evidence of impact through the preventative role of LA 4Youth Service and its good links with YOT, which has also increased preventative activity significantly. Evidence of impact in young people's perceptions, participation and trends in offending (CYPP Review 4.4). Domestic Violence is also a CYPP priority. Building on good inter-agency protocol for Information Sharing, we are developing a more systematic approach to Risk Management and support through better integration with Domestic Violence forums and roll-out of Integrated Local Services for earlier intervention. Some evidence of positive impact, but more to do. Identified as priority by NYSCB in its Annual Review, and

representative of Domestic Violence forums to join Board (see CYPP Review 2.5).	
APA Self Evaluation Summer 2007	Grade 3
2.3 The incidence of child abuse and neglect is minimised.	
Links to CYPP	2.1, 2.2, 2.4, 2.5
<p>Evidence of Progress 2006/7</p> <p>See CYPP Reviews as above.</p> <p>The CYPP sets out a clear agenda for prevention. Planning integrated services for vulnerable children has been based on a thorough assessment of need, mapping of services and consultation process. The agreed interagency strategy is to ensure cross county implementation by 2008 (CYPP Page 57). Clear framework for differential response at 4 tiers of need has been agreed by the CYPSPB. Statutory and voluntary organisations work well together in coordinated parenting support. A Parenting support strategy is being progressed across all tiers of need and will target vulnerable families. CAF, lead professional and Integrated Service roll-out underway (see CYPP Review 6.2). These include multi-agency Area Liaison Groups to clarify different levels of need and entitlement..</p> <p>Local Assessment and Safeguarding teams well established and interfacing with integrated services to provide a more coherent framework for services. Progress made on agreeing thresholds for intervention and access to specialist services. Children identified as at risk of harm receive co-ordinated services through Child in Nee and Child Protection plans. JAR confirmed Child Protection procedures are generally effective and inter-agency information is good. Joint Chief inspectors Report recommendations covered and monitored by NYSCB through its Business Plan (CYPP 2.2).</p> <p>The timescale and quality of Core Assessments has improved (9JAR Action Plan). Team level Action Plans are now established to support CSC managers in improving performance with the target for core assessments being exceeded. Standards for Core assessments are being developed. Implementation of new Child Protection Conference processes and reports from 2.2.07 (NYSCB) has improved core assessment practice and reporting to CPCs as Core assessments now an integral part of Child protection process.</p> <p>Roll-out of Integrated Services from February 2007 and their multi-agency liaison groups will lead to a greater understanding and application of thresholds. New CP process has new minimum visiting requirements.</p> <p>More children have assessments inclusively, promptly and accurately completed enabling their needs to be understood and addressed swiftly. Plans for children and young people are now becoming outcome focused and Child Protection Plans clearly identify what needs to change to safeguard children. Less children are being placed on the child protection register for a second or subsequent occasion suggesting that protection plans are increasingly effective. Number of children on the register and the number of families brought into the conference process are falling as services to support families earlier are improved.</p> <p>Information about Private fostering widely disseminated to schools and agencies in 2005 and 2006 with numbers of children assessed in these arrangements subsequently increasing with notifications from a wide range of agencies. NYSCB is monitoring policy and practice. Numbers of recorded private fostering in line with national average (NYSCB 2007) Procedures are in place; information distributed to all agencies with briefings for staff. Systems and designated officer are in place to monitor the number of private fostering arrangements.</p> <p>Regular File audits by managers. Compliance is monitored on social care, health and police ensuring agreed referral assessment, planning and review processes are implemented. LSCFs have now implemented multi agency case audit and peer review systems.</p> <p>Section 11 audit re safe recruitment complete; action plans and monitoring in place. Most agencies are meeting their Section 11 requirements and a safe recruitment practice procedure by June 2007, and LA CYP Service practices deemed sound in JAR (para. 47).</p> <p>Mechanisms to manage complaints about staff working with children are in place. LADOs established through Social care General Managers covering community based groups and Education Safeguarding managers (SW service) covering maintained and independent schools, Early years settings and FE educational establishments. Contact information will be placed in NYSCB website. Police Designated Officers, PADO's, are Detective Sergeants responsible for Child abuse Investigation teams. Quarterly</p>	

<p>meeting held between LADOs and PADOs to monitor levels of work, ensure consistency of response across county, provide reports on all allegations to senior officers in Local authorities and the police. NYSCB monitor information provided by LADOs, provide an up to date data base including timescales, a register of all senior managers in all agencies and organisations to be maintained, publicity materials and organisations to be maintained, trends are identified and an annual report of activity to NYSCB.</p> <p>Statutory agencies have a clear process for complaints. Reporting arrangements are in place and where complaints are upheld learning is identified and action plans agreed. All statutory agencies have policies and procedures in place for acting on allegations against staff and a NYSCB working group is planning to ensure rigorous monitoring across all agencies.</p> <p>4 Area Information Sharing Groups (MAPPAs) work well (recently audited). Continue to identify medium risk offenders (level 2) with 1 county wide MAPPAs for high risk offenders (level 3). There are local risk assessment panels and the police hold a Registered Sex Offenders Register. Probation and police have joint strategy to manage risk and probation has an officer on the NYSCB. MAPPAs undertook its annual file audits to identify areas for practice improvement. MAPPAs arrangements working well (JAR s.47.p.17)</p>	
APA Self Evaluation Summer 2007	Grade 3
2.4 Agencies collaborate to safeguard children according to the requirements of current government guidance.	
Links to CYPP	2.1, 2.2, 6,2
<p>Evidence of Progress 2006/7</p> <p>See CYPP Reviews as above.</p> <p>NYSCB is well established and addressing the wider safeguarding agenda well (JAR 2006). Policies and comprehensive procedures have been updated in the light of the statutory guidance in 'Working Together' and are regularly reviewed by a dedicated subgroup. Procedures are on NYSCB website plus information for staff and public. Business Plan is robust and reviewed annually, and Board reviews its own performance annually with external consultant.</p> <p>New e-learning package has increased training opportunities exponentially. Further training is available to key professionals including designated members of staff in services and settings. Training subgroup audits training needs and ensures learning from practice, serious case reviews and user feedback is embedded. Responds to current issues e.g. tackling child exploitation on the internet. Appropriate supervision of staff with responsibility for safeguarding in social care and health. NYSCB has a process in place to seek evidence of this in other agencies. Secure arrangements for recording and sharing information. File audit is regular practice in social care, health and police. Four local safeguarding forums evaluate how well local services work together. Have implemented multi-agency case audit, peer review, and established a 'buddy system' between designated teachers and social care staff.</p> <p>JAR (2006) judged threshold criteria as too low. Follow-up through JAR Action Plan. Audit confirmed thresholds low but that management decisions about referrals are consistent countywide. Multi-agency work in hand to determine thresholds for intervention and specialist services. Safeguarding procedures clearly indicate agencies' accountabilities at each stage of the procedure. All CYP on the register are allocated a qualified social worker. Serious Case Review Sub-Committee considers all serious case reviews, draws up and monitors action plans to ensure findings inform service planning and management. New IRO team and Children's Rights Officer are drawing up standards for participation of children and young people. New protection conference process developed under auspices of NYSCB launched in early 2007. It encourages greater participation of families and records their views more effectively. Data and QA show positive impact. Robust complaints mechanism described on the website and by leaflet. Advocacy support of available to children and young people. The culture of safeguarding is well embedded in NYSCB partner agencies which include the voluntary sector. Links to private schools are now established through an annual safeguarding event.</p> <p>Improved integrated services have resulted in a planned decrease of referrals to social care. In this context the percentage (not the number) of re-referrals has risen slightly but audit shows they have been appropriate. As expected the proportion of referrals leading to initial assessment by social care staff has risen indicating that more referrals are appropriately made. The number of children on the register and the number of initial conferences per 10k population have fallen. This remains mid/high amongst comparators. Trend is in the right direction. The percentage of re-registrations has fallen and performance better than many comparators.</p>	

APA Self Evaluation Summer 2007	Grade 3
2.5	Services are effective in establishing the identity and whereabouts of all children and young people aged 0-19
Links to CYPP	2.1, 2.2, 6.2
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
Links to CYPP 2.1, 2.2, 6.2	
<p>Protocols and systems to track missing children work well (JAR 2006). Our self evaluation on the DfES 'Children Missing Education Checklist' is 'achieved' for all categories. We have secure procedures for ensuring that all children in school or known to be educated voluntary at home, aged 5-16 are known to the health and education services. Health and education services also crosscheck any younger children missing from pre school, local authority nurseries and many private nurseries and also children that Health Visitors are unable to trace. Early years providers known to the Local Authority are given guidance that applies if a child goes missing whilst in their care. Guidance has been re-issued to independent schools in respect of missing children.</p> <p>NYSCB are producing a joint protocol for all agencies including police in respect of children of any age who go missing. This will align all current procedures. Front line staff from all agencies working within the new integrated services locality-based structures have received information in respect of missing children.</p> <p>The S2S (Schools to Schools) database is fully used to ensure good information sharing for 5-16 year olds in schools. Links with parents who educate their children at home are actively sought and improved by the local authority. Independent schools receive information on data sharing at the annual safeguarding event. We are on target to implement Contact point having done the necessary preparation e.g. data matching exercises.</p>	
APA Self Evaluation Summer 2007	Grade 2
2.6	Action is taken to avoid children and young people having to be looked after.
Links to CYPP	2.5
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>Inter-agency preventative work continues to grow with Extended Schools and Children's Centres across the county, ahead of local targets for core offer. Mix of services offers a good range of interventions to families (JAR 2006) and preventative capacity increased (see Key Judgement 2.2 above). Social care staff have increased the number of initial assessments undertaken by 49% and doubled the number of core assessments undertaken to 58.5%. The timeliness of core assessments has also improved. Additional preventative capacity, improved numbers and timescales of assessments are holding growth in numbers of Looked After Children (LAC) in check. Number of LAC per 10k population has risen slightly, but figure remains low against comparators and national average. Audit work is regularly ongoing and data produced monthly. Improved preventative support has significantly reduced number of 10-15 year olds entering the care system in the last six months. Robust procedures ensure senior managers approve all decisions to look after a child or young person and that all other alternative forms and support, included placement within the wider family, are first considered.</p>	
APA Self Evaluation Summer 2007	Grade 3
2.7	Looked after children live in safe environments and are protected from abuse and exploitation.
Links to CYPP	2.1, 2.2, 2.5
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>The safeguarding of Looked After Children is generally good (JAR 2006). Dedicated teams for Looked After Children in place. Care plans are regularly, independently reviewed by IRO Team (established in September 2006). New procedures to monitor progress by RIOs include any children and young people placed outside</p>	

the area. Timeliness of LAC has improved to 91.9% ('4 blob' rating). Participation of children and young people improved from 53 to 88% (rising by 2 'blobs').

Placement Resources Panel established and meets fortnightly to consider requests for placements and information on placements made. Primary function to ensure children's needs are met in well-matched placements. It also improves Management Information for commissioning. A Placement Planning Manager post established to work with contracting services and providers so that high care standards are met. Use of external placements continues to reduce through impact of investment in in-house fostering. Innovative Treatment Fostering Scheme provides in-county placements for 'hard to place' youngsters.

Recent CSCI inspections (2006/2007) highlight progress in residential and fostering services. Fostering service and five of our six residential units are rated as "good". A well-established regime of internal inspection includes Elected Members, who back to the Corporate Parenting Group. Each residential unit has a designated Elected Member. High proportion of residential staff qualified to NVQ3 (over 80%) and some taking NVQ4. Improved access to training for residential staff and foster carers. Residential staff receive regular monthly supervision. Staff also have access to monthly workshops with CAMHS staff for advice. High numbers of LAC have stable placements with foster carers (JAR 2006). Placement stability for all LAC is good (JAR 2006. Performance on short-term stability is '5 blob' and high against comparators. Long-term stability has improved since JAR and is up to 71.7%, high against our comparators. Rate of LAC leaving care within 12 months is higher than the national average and we have reduced the number of 10-15 year olds being admitted to care. Children placed with family and friends are well supported (JAR 2006). Education outcomes for LAC are improving where we are highest in our comparator group for LAC sitting GCSE exams and for those leaving care with at least 1 GCSE. Our attendance rates for LAC are also high amongst comparators. Two of our residential units have in-house education support.

APA Self Evaluation Summer 2007	Grade 3
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2.8	Children and young people with learning difficulties and/or disabilities live in safe environments and are protected from abuse and exploitation.
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Links to CYPP	2.1, 2.2, 2.4, 2.5, 2.7, 3.6, 3.7, 5.6
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Evidence of Progress 2006/7

See CYPP Reviews as above.

The JAR action plan outlines in detail plans to develop and implement an integrated delivery of services to children with LDD. This includes plans to ensure good information sharing and communication.

The North Yorkshire Disabled Children's Census was completed in June 2005 with multi-agency input. Information sharing arrangements (see 2.5) include children in residential special schools. Respite care placements are contracted out to NCH and Barnados Short Breaks and monitored through contract compliance arrangements. Services also provided through residential special schools.. Carers on these schemes are well trained and supported. IROs chair reviews when the level of accommodation reaches statutory requirements. In-house residential care for disabled children is monitored and inspected (see 2.7) and meets all its regulatory requirements. Inspection reports for schools outside of the area are monitored before a child is placed. Children and young people in residential schools outside the area have a key worker from Pupil and Parent Services to ensure that they are seen and their views sought. Other local authorities are notified when a child is placed in their area. All LAC placed out of area are reviewed by IROs to the relevant timescale. All children and young people who are LAC or in a residential school have a care assessment completed. An independent advocacy service is available to all children looked after and in residential schools. The provider (NYAS) has staff experienced in communicating with disabled children and 50% of the take-up of the service are disabled children. Over 85% of children with an SEN statement had their views sought as part of their annual review. Multi-agency Transitions County Group in place with members from Children and Young People's Service. Adult and Community Services, Connexions, LSC and the PCT. The JAR action plan includes detail in respect of Transition Planning and it is addressed in section 3.4 of the CYPP.

NYSCB runs specific training in respect of the safeguarding needs of children and young people with learning difficulties/disabilities. In 06/07 these courses were attended by staff from Social Care, the PCT, the Acute Trust, Education, Police, Connexions and the Voluntary Sector. As with mainstream schools all special schools have a designated staff member for safeguarding who is appropriately trained and supported.

APA Self Evaluation Summer 2007	Grade 2
Overall Evaluation:	
<p>There has been significant progress since JAR. Improvements in Performance Management in Children's Social Care, introduced before JAR, have been effective. Performance on several Key Indicators has improved significantly. Capacity has increased within high needs and preventative services. There are good strategies in place for the delivery of Integrated Services/Processes, plus active performance and improvement strategies for safeguarding. Progress made in 2006/07 is sustainable, and will lead to further improvement. Children report feeling safe. Their views are sought and make a difference. Their outcomes, including particularly LAC and care leavers, compare well with others and there are good strategies for further improvement. Timeliness, inclusivity and effectiveness of assessment has improved. Evidence in PIs and through quality assurance. LAC indicators remain strong. Preventative services are developing well and quickly. Inter-agency working and effective development of the NYCSB continue to further embed culture of safeguarding in services and management to move things forward.</p>	
APA Self-Evaluation Summer 2007	GRADE 3

Objective 2.1 – ensure the requirements of ‘Working Together to Safeguard Children’ are implemented.

Introduction:

This objective of the CYPP relates to 2.1, 2.3, 2.4, 2.7, 2.8, 4.2, 4.6 of the APA key judgements, the new requirements of Working Together 2006, JAR Action plan 1a, 1b, 1,c, 2

Key Activities:

- Develop policies and procedures for safeguarding and promoting the welfare of children.
- Advise on ways to improve policy and practice.
- Improve timeliness of Core Assessments.
- Promote increased participation of children and young people in the Child Protection process.
- Agree thresholds for intervention and access to specialist services.

Progress against Milestones:

- The North Yorkshire Safeguarding Children Board (NYSCB) is well established and is addressing the wider safeguarding agenda well (JAR s.47 p17). It has clear objectives, priorities and structures set out in an agreed Business Plan (2006-9). NYSCB 5 sub groups ensure the Board meets its objectives:
 - Serious Case Review
 - Procedures
 - Monitoring & Evaluation
 - Training
 - Information and Communication
- Work has already been undertaken to review the safeguarding capacity of agencies and this has led to improved safeguarding arrangements. Child protection procedures have been reviewed, revised and placed on NYSCB website.
- NYSCB website www.safeguardingchildren.co.uk is effective; there have been 16,918 hits from June 2006 to May 2007 with 1025 visits. An E Learning package started in March 2007 and to date we have had 311 people getting certificates for completing the course. The website is open for public and professionals to use.
- The NYSCB has 4 well-established multi-agency Locality Safeguarding Children Forums (LSCF). The LSCFs audit and evaluate how well local services work together.
- The LSCFs have established a ‘buddy system’ aimed to support designated teachers in schools through buddying with children’s social work staff. Early implementation is working well and will be rolled out and audited.
- Training courses on tackling child exploitation on internet have been delivered to 230 Police and Connexions staff. Training the trainers now being implemented.
- Regular File audits are carried out by social care managers consistent with the recommendations of Lord Laming’s Enquiry Report and compliance is monitored. File audit also regular practice Health and Police. LSCFs implemented multi agency case audit and peer review systems.
- The NYSCB has recently reviewed its own performance through the use of an external consultant.
- Introduction of IRO and new IRO management structure (Summer 2006). Children’s Rights Officer (CRO) has been appointed (December 2006) to drive up standards and practice on children participation. Implementation of new team of 11 Independent Reviewing Officers from September 2006, in line with Children Act 2004, is raising standards of planning and decision making. Following a review of the child protection conference process by (NYSCB) in 05/06 the process was redesigned to encourage greater participation by children and young people and their views and contributions should be more effectively recorded. New conference process subsequently developed by a multi agency group under the auspices of the NYSCB and launched in two stages, Initial Child Protection Conferences on 5th February 2007 and Review Conferences on 1st April 2007.
- Progress made on agreeing thresholds for intervention and access to specialist services. LA have evaluated their own thresholds which has mirrored the JAR analysis that thresholds are low. However, a recent audit exercise showed that consistency was found in management decision making. Work is now underway to move into a multi agency context through Area Liaison Groups which ISMs are chairing, clarifying different levels of need and entitlement.
- A systematic review of Safeguarding and Assessment practice on application of thresholds being undertaken via NYSCB. Peer review of management decision-making and categorisation of needs is underway (Feb -June 2007). Peer review of management in all agencies still outstanding. Roll out of Integrated Services from February 2007 and development of role of ISM and leadership of area multi agency liaison groups will lead to a greater understanding and application of thresholds.
- New CP process has new minimum visiting requirements.

Additional progress against year 3 targets:

- Work done by Children's Social Care to improve the timeliness and quality of Core Assessments (JAR Action Plan). An annual cycle of team level Action Plans has been established that supports relevant objectives. These are monitored by a quarterly evaluation of tracking key indicators (via team level Performance Reports) and milestones of activity. Tracking of APA indicators is against team level targets which aggregate to the county level APA Target. This has enabled local team targets to be set and improved performance information to team managers. This has underpinned the improved performance with the 06/07 target for core assessments being exceeded.
- A National Children's Bureau toolkit Putting analysis into assessment (2007) has been disseminated to all managers and is setting standards and training for assessment.
- County Placement Resources Panel is well established and has raised standards for Core Assessment for Children coming into care.
- Standards for Core assessments are being developed. Implementation of new CPC processes and reports from 2.2.07 (NYSCB) has improved core assessment practice and reporting to CPCs. Core assessments now an integral part of Child protection process.

Impact:

- Greater levels of participation in meetings by children and young people and their families.
- More children have assessments completed and more are completed to timescale enabling their needs to be understood and addressed swiftly.
- Plans for children and young people are now becoming outcome focussed and Child Protection Plans clearly identify what needs to change to safeguard children.
- Less children are being placed on the Child Protection Register for a second or subsequent occasion suggesting that protection plans are increasingly effective.
- All children on the register have an allocated social worker to expedite their plans.
- Number of children on the register and the number of families brought into the conference process are falling as services to support families earlier are improved.

CONCLUSION AND NEXT STEPS**Introduction**

Good progress made in practice, systems and capacity. This creates a good platform for a proactive programme to embed progress and improve further next year.

Year 2 Milestones

- Work on thresholds completed and made operational ensuring children's needs responded to at right level and by most appropriate agency.
- Further improvement of timeliness of initial and core assessments in line with 07/08 Team action plan targets and JAR action plan. (JAR, Dec 2006)
- Further reduction in numbers of children on CPR in line with national comparators. (JAR, Dec 2006)
- Further reduction in numbers of CPR re-registered children in line with PAF targets. (JAR, Dec 2006)
- Increased participation of children in service development and individual case planning (CRO and IRO's).
- CPC plans in place which identify outcome based planning to safeguard children (NYSCB sub group Monitoring and evaluation to assess progress on this).
- Fully integrated performance management of the various NYSCB agencies into the work of the Board.
- Secure representation for domestic violence fora on NYSCB and audit implementation of NY Domestic Violence protocol (JAR).
- A Child Death Screening subgroup will be established from April 2008. (NYSCB Business Plan 2006-9).
- A protocol for the decriminalisation of children in care and procedures for safe recruitment in education services to be completed.
- Work to define assessment interventions and accountabilities across different agencies on the continuum of needs and services between CAF, Initial & Core Assessments.
- Roll-out of new CPC processes and reporting.
- Improve quality of core assessments to ensure they include voice of the child and interagency contributions by setting standards and implementing a monitoring system (JAR action plan).
- Define relationship with Common Assessment Framework and role of ISM in Localities Strategy.
- Implementation of Integrated Children's system (ICS) including common business processes for assessment cross agencies.

Objective 2.2 – ensure all agencies and organisations directly involved with children review their approach to safeguarding, consistent with The Children Act 2004.**Introduction:**

This objective of the CYPP relates to 2.3, 2.4, 2.5, 2.7, 2.8, 3.5, 4.6 of the APA key judgements

Key Activities:

- Implement the recommendations of the Joint Chief Inspector's Report.

- Audit recruitment and selection policies of agencies and organisations who work with children.
- Ensure safeguarding requirements are consistently applied to vulnerable children, including those living away from home.
- Develop effective pupil tracking systems for children and young people not in school.

Progress against Milestones:

- All recommendations of Joint Chief Inspectors Report 2002 addressed in the NYSCB Business Plan (2006-9) and specific actions set out in Objective 2, Key Actions 2.1 -2.6 p. 10-11). Implementation overseen by NYSCB.
- Recruitment and selection policies of agencies who work with children audited under a Children Act 2004 Section 11 compliance assessment. Audit action plans and monitoring arrangements put in place. Most agencies are meeting their section 11 requirements. Monitoring and Evaluation sub group will audit progress and produce a safe recruitment practice procedure by June 2007 (NYSCB business plan Key Action 4.4-4.5 p.15). Recruitment practices are sound in Children's services who conduct three-year Criminal Record Bureau (CRB) checks for all staff in contact with children (JAR s.47.p.17). The Section 11 audit also assessed policies on Residential school assessments and assessment of need on unaccompanied Asylum seekers.
- Independent Visitors scheme implemented for children and those living away from home. All children living in residential schools have a core assessment undertaken since 2006/7 which has been applied to all new placements in county. Advocacy services for all LAC placements through national network NYAS including independent visitor's provision. IRO services available for all LAC placements.
- Pupil tracking measures revised in procedures for all missing children of statutory school age in line with Recommendation of 2002 Safeguarding inspection report. Information sharing process between professionals in the Localities roll out developed (but we are still to resolve reporting arrangements in new localities in relation to tracking). Information sharing protocol in place and revised procedures for all children missing from education of statutory school age. ContactPoint implementation ongoing.
- 4 Area Information Sharing Groups (MAPPAs) arrangements working well to identify medium risk offenders (level 2) with 1 county wide MAPPAs for high risk offenders (level 3). Local risk assessment panels in place and the Police hold a Registered Sex Offenders Register. Probation and police services have a joint strategy to manage risk and Probation has an officer who attends the NYSCB. MAPPAs undertook its annual file audits and identified areas for practice improvement. MAPPAs arrangements working well (JAR s.47.p.17)
- Safeguarding needs of children in residential or care establishments and penal institutions are sound and governed by LAC procedure and standards. Reconfigured service ensuring ring fenced services for LAC with new specialist teams have assisted in improving quality.
- A comprehensive training strategy covering both general safeguarding and specialist child protection training is available to staff across agencies (JAR s.47 p.17).
- Private fostering information disseminated widely to all agencies about responsibilities (2006) and designated officer in place to monitor.
- Arrangements for access to legal advice have been formally reviewed by the Council and a service level agreement has been put in place to ensure out of hours access is good quality and accessible. (JAR action plan 1d).
- Police and Children's Social Care are auditing the use of EPOs and the use of police powers to ensure good practice is agreed and understood between agencies.
- NYSCB established annual safeguarding training event for Independent Schools

Impact:

- The safeguarding of looked after children is generally good (JAR).
- Outcomes for looked after children are good (JAR s.45 p.16).
- Reviews are carried out at the required intervals ensuring that safety is addressed as part of planning by IROs.
- Routine completion of Core Assessments for all children in residential schools ensures greater understanding of their needs in a holistic way enabling needs to be met appropriately.

CONCLUSIONS AND NEXT STEPS

Introduction

Positive progress made against Year 1 milestones and JAR Action Plan. Clear priorities for Year 2 which will build on these sound foundations.

Year 2 Milestones

- Target for 2007/8 to apply to all new admissions from April 2007 in respect of core assessments for children in residential schools. Work still to be done on Independent Schools and outreach establishments in respect of safeguarding arrangements.
- Core assessment on all new entrants to residential school outside the county. Child tracking to include early years and independent schools.

- Target PAF indicators on review timescales and children's participation (JAR action plan).
- Integrated Service Managers' representative to join LSCF to broaden safeguarding agenda.
- Sub contracting needs to ensure safer recruitment.
- Audit of effectiveness of procedures to deal with allegations against staff is planned for 2008.
- Implement effective tracking systems to include all children in early years settings and independent school sector.
- Implementation of *ContactPoint* to be linked to tracking children.

Objective 2.3 - reduce the incidence of bullying in schools and settings.

Introduction:

This objective of the CYPP relates to 2.2 of the APA key judgements

Key Activities:

- Provide support and advice to children and young people with bullying issues.
- Develop pupil and staff skills in managing bullying incidents.
- Carry out a needs analysis and audit of local provision for victims of bullying.
- Provide clear information to children, young people, parents/carers, schools and other settings about key risks, how to deal with them and how to access support.
- Develop a framework for a countywide anti-bullying policy in youth settings.

Progress against Milestones:

- Effective policy framework to support anti-bullying activity in place in all schools/settings. Well used and widely publicised anti-bullying website operational. Whole school and individual pupil/carer support when needed from Behaviour Support Service (BSS) or Education Social Work (ESW). E-mail link to website developed and ready to trial in Autumn 07. Dedicated parent / carer phone help line in use.
- Primary/secondary national strategies (SEBS / SEAL) used to support anti-bullying. Good regional and national links with the Anti-bullying Alliance. Continued provision of training and awareness raising activities. Information packs for LAC introduced which include issues of bullying.
- All schools have training packs available (Rowantree) and uptake is at 60%. Electronic pupil questionnaires now complete and being trialled in selected secondary schools through Pupil Quest.
- Safer schools partnership is now in Police policy and having a wider impact. Use of Texting to young people advancing via Ringmaster system promoted and developed by North Yorkshire Police.
- In service training provided to all youth workers in anti bullying strategies. Bullying awareness is included in the practical exercises of the OCN training which close to 100 youth workers have now undertaken.
- U-turn project in Scarborough delivered a restorative justice rather than a preventative service. YOT and Children's Fund have developed a senior YIP (13-17 year-olds) in Eastfield, 10 out of the 25 places on the targeted core group would be allocated to 13 year-olds. Preventative work with 8-13 year olds continues in Castle, Falsgrave and Barrowcliff areas of Scarborough through re-alignment of U-turn as a junior YIP, but has been withdrawn from Ryedale where only a very limited service was being provided. Processes of identification, assessment and intervention in these areas mirror those of the senior YIP, with a targeted group of twenty-five 8-13 year-olds being supported at any time.
- See Objective 5.5 for action re School Transport, Behaviour and Bullying.

Impact:

- Number of reports of bullying to the Parent Helpline increased (1 January – 31 December 2006 = 75
- 1 January – 1 May 2007 = 30).
- The total exclusions for bullying for 2005/06 was 44 (5 Primary and 39 secondary) - this was for the full academic year - these were fixed term exclusions - there were no permanent exclusions for bullying during the academic year 2005/06. Incidences of bullying are low and patterns of exclusions are stable.
- Anti-Bullying Website Visits
 - 1 April 2006 – 30 April 2007 = 1,348
 - Highest visit in 1 day = 36
- National recognition of local good practice – Parliamentary Select Committee.

CONCLUSIONS AND NEXT STEPS

Introduction

Good progress made on several fronts within a comprehensive anti-bullying strategy. Strong focus on extending best practice, trying fresh approaches and good needs analysis.

Year 2 Milestones:

- SEBS and SEAL will be extended to all schools in next 2 years.
- Working together with ChildLine In Partnerships (CHIPS) to train 2 secondary and 2 primary schools in Peer Support. 2 members of the school staff will be trained with 3 LA staff linked to the chosen schools. These schools will be used as models of Best Practice.
- Additional training (peer support) planned jointly with NSPCC / Childline.
- Anti Bullying Alliance will conduct a needs analysis based on pupils' and teachers' perspectives of bullying.

- Growth of NYSCB awareness of bullying and anti-bullying practice.
- Analysis of victims of bullying by level of need (tiers 1-4) complete and targeting of services to most vulnerable groups.

Amendments to Year 3 Targets.

Add the following year 3 target

- Ofsted School Inspection Judgement; 100% of schools ensure that learners stay safe (primary, secondary and special schools)

Objective 2.4 – provide children and young people with safe environments and take action to reduce anti-social behaviour to prevent offending and re-offending.

Introduction:

This objective of the CYPP relates to 2.2 of the APA key judgements

Key Activities:

- Implement the North Yorkshire Police's new Youth Policy.
- Work across District and Borough Council areas through Crime & Disorder Reduction Partnerships (CDRPs) and Community Safety Plans to support children and young people who are victims of crime or who have a fear of crime.
- Develop the prevention and early intervention strategy across Youth Offending Team and Children's Services to prevent offending and re-offending by children and young people.

Progress against Milestones:

- North Yorkshire Police Youth Strategy (2007-2010) published encompassing: Safer School Partnerships, Victim Support, Crime Stoppers and Crucial Crew. The strategy will link to the Localities prevention strategy and will review the roles of Neighbourhood Policing Teams, Youth Action Officers and seconded Police Officers within the YOT.
- YOT employs two dedicated Victim Liaison Officers who manage the service to victims of children and young people who have offended. Both operate within the Victims Code of Practice. Contact in respect of child victims under the age of 17 is made initially with the parent/carer and thereafter if appropriate, with the young person direct.
- An integrated approach to Prevention and Early intervention across YOT and Children's Services to prevent offending and re-offending across all agencies is still being developed, building upon the YOT Prevention Strategy approved by the YOT Management Board in April 2006 and set within the wider set of preventative services set out in CYPP. Currently YOT and Social Care prevention projects identifying young people most "at risk" of offending through multi-agency referral and verification process based on the YJB's crime prevention tools. Referrals made by a number of agencies and intervention is voluntary, with the consent of the young person and parents/carers required. All young people engaged with the prevention projects have an individual assessment of risk and protective factors (Onset) which engages the young person, parents/carers and other agencies.
- During 2006/7, 145 young people received an intensive targeted intervention from one of these four prevention projects, with approximately 40 others receiving less intensive support as part of a wider group. Latest available figures show that during October to December 2006, of the 30 young people who had no previous substantive criminal outcomes prior to joining the programme, only 4 (13%) received a substantive outcome. During the same period, of the 30 young people that did have a substantive criminal outcome prior to joining the programme, only 7 (23%) received a further substantive outcome. Although the number of First Time Entrants to the criminal justice system in North Yorkshire is higher than comparators and over recent quarters there has been a slight increasing trend, during 2006/7 North Yorkshire achieved an overall 6.89% reduction in First Time Entrants into the Youth Justice System, exceeding the Year 1 target of 2.5%. (cross reference YOT APA).
- Youth Justice Board (YJB) Prevention Grant has established two new senior Youth Inclusion Projects (YIPs) in Harrogate and Skipton, both fully operational, each targeting 25 young people. Staffing increased for the U-turn project in Scarborough, which has been re-aligned as a junior and senior YIP, targeting 50 young people. Staffing increased for the SMILE project in Selby which has been re-aligned to a Youth Inclusion & Support Panel (YISP). U-turn and SMILE funded mostly via the Children's Fund; total expenditure for 2006/7 approximately £288,553. Expenditure from the YJB Prevention Grant in 2006/7 was approximately £298,650.
- Three Prevent & Deter Panels (Eastern Area, Western Area and Selby District) now meet on a monthly basis to consider referrals at the Youth Justice Interventions level of this strand. All Panels are well attended with key partners including North Yorkshire Police, Connexions, 4Youth, CYPS Social Care, CYPS Education and Safer Community Partnerships. (Cross reference YOT APA). 34 Panel meetings considered a total of 66 nominations, with 32 young people accepted onto Prevent & Deter. Of these 25 were male and 7 female, with 31 of white British ethnicity.
- A comprehensive Level 2 & 3 Information Sharing Protocol is in place for the Prevent & Deter Youth Justice Interventions level Panels.
- MAPPA procedures for practitioners in all agencies are clear and working well (JAR s.47, p.17).

- YOT plan for 2006/7 priorities preventing offending and re-offending.
- Progress made with multi-agency Information Sharing across the Prevent and Deter Youth Justice Agenda. Aims to reduce first time entrants to Youth Justice System by identifying children/ young people at risk of offending or involved in anti-social behaviour. Protocol is in place for specialist multi-agency work on Youth Justice Interventions to tackle higher levels of offending. Supported by a CD guidance package on sharing information. Work ongoing to align the lower levels of the Prevent and Deter Strategy with Integrated Working in Localities.
- Increased YOT funding in 2007/08 has secured additional core YOT Officers, 2 Reparation Development Officers, and 2 Volunteer Co-ordinators. This will improve and extend opportunities for restorative justice and reparation, so as to reduce re-offending. (see YOT APA)

Impact:

- During 2006/7 North Yorkshire achieved a 6.89% reduction in First Time Entrants into the Youth Justice System, far exceeding the Year 1 target of 2.5%. North Yorkshire was one of only 6 local authorities within the Yorkshire and Humberside region achieving its FTE reduction target by the end of Quarter 3 (Q4 figures for rest of region not yet available).
- Improvement in custodial remand planning meetings, Bail Supervision and Support, enforcement of breach, and the reduction of First Time Entrants to youth justice. Overall, North Yorkshire YOT continues to perform reasonably well against the majority of targets set by the YJB and performance should improve steadily over the next 12 months as new practice becomes established.

CONCLUSIONS AND NEXT STEPS

Introduction

Year 1 has focused on anti-social behaviour and offending because of the high priority given to YOT improvements following the inspection in 2006. There is considerable overlap with Objective 4.5. Year 2 has a wider range of earlier stage interventions.

Year 2 Milestones

- Agree targets for increasing number of safe places to play.
- Implementation of the violent crime reduction protocol.
- Reduction in re-offending and formal disposals from Youth Courts.
- Interagency sign up to Youth Prevention Strategy
- Police Youth Strategy to be developed to include sub policies and operational guidance.

Amendment to Year 3 Targets

- Reduction in children killed/serious injured in road accidents to 44 by 2009/10. (LAA target)

Objective 2.5 – provide support for parents, carers and families enabling them to provide safe homes, security and stability in children’s lives.

Introduction:

This objective of the CYPP relates to 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, of the APA key judgements

Key Activities:

- Provide support to parents to enable them to provide safe and secure care to their children.
- Identify children affected by domestic abuse and put in place systems to ensure information sharing and assessments are carried out in a timely and appropriate way.
- Provide stable placements for Looked After Children and ensure Care Plans are carried out in a timely fashion.
- Establish Looked After Children (LAC) teams.

Progress against Milestones:

- Range of parenting services developed to support parents in North Yorkshire. Integrated services incorporate Parent Support Advisors to operate at level 2 needs, and Home/School Support Workers at Levels 2 and 3. Inter-agency Parenting strategy has been developed on a multi agency basis defining entitlements to parenting support across 4 thresholds.
- Children’s Centres and Extended School Clusters include parenting support in their Core Offers. Some schools already delivering the full core offer in this respect. A range of different strategies are being utilised, which will be linked to the county Parenting Strategy in due course. Preventative capacity increase by 30 FTE Parent Support Advisers serving 50 schools, and 6 additional Family Support Workers for CSC to work in localities strategy.
- North Yorkshire currently has two public information systems for children and families (‘Information for Families and Youth’ (<https://www3.northyorks.gov.uk/iffy/>)). We are currently exploring ways of combining the two systems which, between the two of them, provide a comprehensive service.
- York and North Yorkshire Safer Communities Forum have convened a Joint Co-ordination Group in relation to Domestic Abuse. This group promotes the implementation of the county wide domestic abuse strategy. Community Police Team assist with coordinated services to women and children affected by violence. DV partnerships workers are allocated to women’s refuges. Local domestic abuse problem solving forums are

operational and there is evidence that children who are affected by Domestic Violence now being picked up via the Common Assessment Framework process. Pilots of Missdorothy.com have provided excellent feedback about its effectiveness but its implementation is patchy.

- Treatment Fostering established for 10-16 year olds and reaching its operational potential, to provide 6- 8 beds by August 2007. This service provides placements for very high needs and 'hard to place' young people in North Yorkshire and is very behaviour and outcome focused. In 2006-07 real progress in reducing the procurement of EPPs for young people with emotional and behavioural difficulties with more children placed in our authority and closer to their communities.
- Placement Planning Manager post established working with contracting services and providers to ensure high care standards are met. Our placement policy and fostering recruitment strategy is designed to reduce reliance on external placements which have begun a steady decline. North Yorkshire is taking a lead in a variety of regional and sub-regional commissioning activity that includes the development of sub-regional placement provision for C&YP with a low incidence of complex need. We are de-commissioning our current arrangements to provide specialist foster placements for disabled children and re-commissioning these in-house so children can be placed nearer their homes so we can control the quality of these placements and costs.
- IRO team established.
- Placement Resources Panel for Looked After Children established. The Panel meets fortnightly and considers requests for placements and information on placements made. Primary function to ensure children's needs met in well matched placements. It also improves management information for commissioning.
- LAC social care teams implemented in March 2006 provide more targeted, specialist support for LAC through social worker, family support, Personal Advisors and a range of leaving care services.

Additional progress against year 3 targets:

- Corporate Parenting Group arrangements working well.
- Mix of services offering a good range of interventions to families (JAR s.51. p.18) further developed by investment in family support work and introduction of new PSAs and outreach work in family homes.
- Development of practice and policy which embeds restorative approaches within our Residential and Fostering services. This includes the development of a multi agency protocol for involving the police which has the support of all key partners. The aim is to decrease the potential for criminalisation and promote a supportive and collective corporate parenting approach. We are in the process of developing a similar protocol for dealing with drug misuse.
- Significant efforts to raise the skill base of our carers with a very high proportion of our residential staff qualified to NVQ3. We have also introduced a qualification bar and aim to develop staff further. We have twelve staff currently undertaking the NVQ4. We have improved access to Child Protection Training for both residential staff and foster carers.

Impact:

- Investment in fostering and adoption has enabled significant improvements. Recent CSCI Inspections (2006/7) have highlighted progress in residential care and fostering services.
- The rate of children looked after is comparatively low. There has been a significant reduction in the number of 10-15 year olds entering the care system in the last six months due to tighter gate keeping and improved preventative support.
- Excellent performance on short term stability maintained resulting in fewer children experiencing multiple moves.
- Placement stability for looked after children is good (JAR s.52.p.18).
- Fewer children placed outside their home area with consequent disruption to relationships and services.
- More LAC reviews are held on time resulting in plans being expedited and monitored more tightly.
- Significantly higher number of young people contributing to their review meetings enabling their views to be taken into account.
- Long term placement stability rate improving resulting in less disruption to children's lives.
- Improvements have been made in placement matching has supported greater placement stability within environments where young people feel safe and can develop self confidence. Our wide diversity of placements are used more effectively and the improved management information has enabled us to consider future commissioning needs.
- The development of multi agency protocols have begun to support our aim to reduce the risks of escalating criminal behaviour. Clear guidance to carers has begun to establish consistent parenting approaches which focus on restorative solutions opposed to punitive interventions.
- Improved training and development opportunities have begun to raise skill levels of staff and carers giving greater confidence to support complex and often challenging young people. This has significantly reduced the number of young people who are placed away from the authority.

CONSULTATIONS AND NEXT STEPS

Introduction

Good progress made this year. Taking account of our overall strategy for prevention and integration (see Objective 6), "Staying Safe" would now benefit from reframing this Objective into three. One to focus on work for all parents/families including those with vulnerable children, where good services, information or lower level interventions/support will meet needs. One should focus on children and young people on the edge of care and the service strategies and developments needed to enable them to stay outside the care system (see 2.6). One should focus on children and young people in the Looked After system, concentrating on measures to improve their outcomes and to leave the care system into stable lives (2.7). This approach would better enable us to progress integration around safety across the full spectrum of needs, but with appropriate attention given to the different improvement challenges we face at different points on the spectrum (Levels 1/2, Level 3, Level 4).

Year 2 Milestones (see also 6.1, 6.2, 6.3)

- 6 Integrated Service Managers will audit local provision and need and develop local priorities through second phase of locality roll-out up to May 2008. (See Objective 6.1).
- CYPP mini plan for LDD will set up systems to separately scrutinise placements needs for disabled children, including a protocol determining the working arrangements of health, education and social care in the commissioning of placements to be established. This to include respite and residential services for those with family support needs. (See Objective 6.1, 6.2, 6.3, 6.4 and JAR Action Plan)
- Ensure a range of services to tackle domestic abuse where children live in the household are delivered at tiers 2 and 3 (this links to 2.5 should we migrate 2.5 to this objective?).

Amendments to Year 3 Targets.

- Implement MissDorothy.com across all schools in North Yorkshire (year 3 target).
- New objectives introduced into CYPP – see 2.6 and 2.7

Key Activities to be Removed:

- Remove "Establish LAC teams" as activity completed.

New Objective: 2.6 – Develop and implement an integrated Family Support strategy for children on the edge of Care, reducing risks to them and ensuring more children are supported to grow up in their families and extended families instead of entering care.

Introduction:

This objective of the CYPP relates to 2.2, 2.3, 2.6, 2.8 and 4.2 of the APA key judgements.

Key Activities:

- Develop a strategic and service interface between integrated services and family support strategy which would include a parenting strategy.
- Establish a range of targeted community based services at tier 3, to provide viable alternatives to children coming into care
- Provide a range of specialist services to assist the reunification of children to their families or local communities
- Integrate local preventative services for disabled children
- Develop a comprehensive policy and practice framework for Family and friends care
- Ensure family support strategy links to the wider Safeguarding accountabilities of NYSCB.

Year 2 Milestones

- Local Area Agreement to increase the number of children granted a residence order, adoption or special guardianship either as an alternative to being Looked After or as a route out of care over next three years.
- Implementation of Parenting Support Strategy that addresses needs and provides services at tiers 2, 3, 4.
- Establish an interagency joint planning and commissioning process to develop services for children and help prevent children having to live away from home
- Embedding inter-agency practice to reflect revised thresholds for Initial Referrals to the Child Protection system (see Obj 2).
- Strengthen/reinforce Information Sharing practice and use of CAF in connection with children at Level 3 on the edge of care (see Obj 6.2).

Year 3 Targets

- Increase the number of children living in kinship care as an alternative to being Looked After measured by the no of children granted a residence order, adoption or special guardianship either as an alternative to being Looked After or as a route out of care to 95% (by 09/10) (LAA target)
- Reduce number of children in care
- Reduce the numbers of children entering care on ground of parental neglect, behaviour problems or disability

New Objective: 2.7 – Provide a range of safe and stable placements for children and young people who cannot live within their own families thereby ensuring best possible outcomes for them.

Introduction:

This objective of the CYPP relates to 1.5, 2.7, 2.8, 3.7, 4.6 and 5.6 of the APA key judgements and JAR Action

Plan 7.

Key Activities:

- Ensure care plans are carried out in a timely fashion.
- Develop a multi-agency Looked After Children strategy aimed at achieving improved outcomes and consistent approaches based on best practice.
- Implementation of new procedures in respect of Looked After Children.
- Ensure effective transition planning for care leavers.
- Ensure young people's participation is central to planning for themselves and to service planning.

Year 2 Milestones

- Further integration of services around LAC Teams.
- Develop most of an inter-agency joint commissioning approach to strategic planning to produce a range of preventative and placement resources for children who live away from home.
- Complete evaluation of Treatment Foster Care Project for teenagers and identify exit strategy or sustainability strategy based on findings.
- Implementation of a monitoring/evaluation process for Treatment Foster Care Project for younger children.
- Further improvement of participation levels for Looked After Children
- Establishment of evaluation reports by IRO team to disseminate best practice and identify areas of practice for development.
- Establishment of Multi-Agency Looked After Partnership for North Yorkshire

Year 3 Targets.

- Current reliance on external placements for sibling groups, children with complex needs and mother and baby placements reduced through improvement in in-house services
- 100% of children and young people who are Looked After participate in their reviews.
- Establishment of a multi-agency performance framework to monitor outcomes for Looked After Children and Care Leavers.

Performance Data – Key Findings

Referrals:

- The number of referrals per 10k population has fallen over the year from 424 to 388 against planned expectations. The percentage that are re-referrals has increased from 20.4% to 24.4%. Two audits have been completed, one showing that re-referrals have been made for appropriate reasons and a recent exercise indicating that thresholds are consistent across the county.

Assessment:

- The percentage of referrals leading to an initial assessment has risen significantly from 35.4% to 61.3% leading to a 49% increase in the number of initial assessments completed. The increased workload has led to a slight dip in performance on assessments completed within timescale from 57.2% to 56.4%.
- The percentage of S47 enquiries which lead to an initial conference that was held within timescale had fallen very significantly from 43.3% to 29.1%. Only 3 conferences were held beyond timescale suggesting that an increased percentage of S47 enquiries were not proceeding to conference. An audit of S47 enquiries would shed more light on this.
- The number of core assessments per 10k population has almost doubled from 28.6% to 58.5% thereby well exceeding our target of 45%. The percentage completed within timescale has also improved from 62% to 67.5 % although performance is still low against comparators and needs further improvement.

Child Protection:

- The number of initial child protection conferences per 10k population has decreased over the year from 41.3 to 39.2 but not to the extent planned. Our figures remain high amongst the comparator group and further multi-agency work on thresholds is needed. In line with this the number of children on the register per 10k population has decreased significantly from 25.4 to 19.3 but remains mid/high amongst comparators. Similarly registrations have decreased from 33 per 10k beyond the target of 27 to 25.2 but still remains too high. De-registrations have increased from 27.4 per 10k to 31.4 and this trend needs to continue.
- Excellent performance on allocation has continued with no children on the register being without an allocated social worker.
- Conferences held to timescale dipped to 99.5% as one conference was delayed. We have decreased even further the percentage of children remaining on the register for over 2 years from 3.5% to 2.1% improving on previous very good performance.
- The percentage of children being re-registered has fallen from 18% to 16%. Whilst this is not as significant a decrease as was planned, it places our performance in the '4 blob' banding and is better than many of our comparators. An audit was undertaken following last years disappointing performance and a report submitted to NYSCB. The IRO team are monitoring registration thresholds.

Looked After Children:

- The number of Looked After Children (LAC) per 10k population has risen slightly again from 33.8 to 34.6. Figures remain low against comparators and the national average. Audit work is regularly ongoing and month by month data is available across the last seven years.
- This indicates a regular pattern of peaks of admission which will be investigated further. We also have some inconsistency of admissions rates across the county which will be the subject of an audit.
- During 06/07 58% of LAC left care within 12 months of admission (the national figure is 52%). There has been a slight reduction of young people aged 10-15 years being admitted to care during 06/07 – this age group tend to be harder to place and can experience poorer outcomes.
- The relative percentages of those children placed in residential accommodation, fostered by relatives or in foster/adoptive placements are very similar to last year with a small decrease in the percentage in residential placement.
- The timeliness of Looked After Reviews further improved from 85% to 91.9% and our performance is now 4 'blob'. Our allocation rate for LAC has dipped a little from 98.4% to 92.4%. Our short-term stability of placement rate remains in the highest banding and high against comparators with only 9.5% of children experiencing three or more placements in the year. Our long-term stability rating (stability for over 2 years where a child has been looked after for over 2½ years) has improved from 62.1% to 71.7% and puts us on track for the target the government set us for 2008 of 78%. Our current performance is high in the context of our comparators but they, also, will have individually set government targets.
- The figures of children participating in their review meetings has risen from 53% to 88.4% (from 1 'blob' to 3 'blob' rating). A robust data collection system has been introduced and the full implementation of the IRO guidance should see further improvement towards the 100% target very quickly.
- The numbers of LAC adopted fell this year from 27 to 22 with a further 3 children being granted Special Guardianship orders(7.4% to 6.9% as a percentage of LAC). This reduces our performance to a '3 blob' rating is largely the effect of a small cohort. This timeliness of adoptions has risen from 58% to 77.3% exceeding our target.

Service User Feedback – Key Messages

The regular meetings with LAC/Leaving Care Group have identified the following issues:

The young people are happy that fewer of them are having to leave their local communities when they move into a placement. They are also pleased that more resources have been made available (through increased fostering allowances) for them to achieve what they want in life. They are particularly pleased to see some of their ideas being translated into practice eg peer mentoring, c-day etc. The issues that they want us to keep working on are:

- Care leavers would like more support outside of office hours
- Young people want access to better housing
- Contact with family and friends is not always adequate when children are placed far away from home
- There are not enough foster carers for teenagers, and young people could be more involved in recruitment
- More young people in care should be involved with staff training and selection
- Participation in review meetings needs further development
- Access to computers including safe internet use should be available to all LAC
- LAC and care leavers need to be given priority for NYCC apprenticeships
- Home start-up pack should be given to all care leavers
- All young people leaving a placement should get the opportunity to comment on its strengths and weaknesses
- Peer mentoring by a care leaver should be offered to all LAC.

External Evaluation

- CSCI – In the latest round of inspections all 6 of our children's homes received a rating of 'good' in every standard inspected under Staying Safe
- Our recent fostering inspection rated our service as 'good'
- JAR
- YOT - In March 2007 the HMIP Inspectorate approved the YOT Action Plan developed in response to recommendations in its recent Joint Inspection. The Action Plan details YOT priorities for improvement over the coming 12 months. (Cross reference YOT APA).

**PART 1 : SUMMARY EVALUATION FOR APA
OUTCOME/PLAN AREA: ENJOY AND ACHIEVE**

3.1 Parents and carers receive support in helping their children to enjoy and achieve.

Links to CYPP	2.3, 3.4, 3.5 , 6.1
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Evidence of Progress 2006/7
See CYPP Reviews as above.
Good progress made on development and implementation of Children's Centres involving parental consultation (1061 responses). Parent support adviser network in place and joined up with current home-school liaison workers. Thorough parental consultation over SEN and behaviour provision review supported effectively by Parent Partnership – positive feedback but some negative regarding SEN provision in mainstream – action taken. Parent complaint database established and complaints effectively resolved. Overall, parents and carers express high levels of satisfaction at involvement in school life, consultation on Children's Centres and SEN and behaviour provision review. JAR December 2006: "Good levels of support, information and advice are given to parents and carers". Overall good progress from a good base.

APA Self Evaluation Summer 2007	Grade 4
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3.2 Early years provision promotes children's development and well-being and helps them meet early learning goals.

Links to CYPP	3.1, 3.7, 5.7, 6.1
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Evidence of Progress 2006/7
See CYPP Reviews as above.
Current performance in young children's development as measures by Foundation Stage is 75%, well above the national benchmark of 71%. Foundation Stage profile very strong overall (top quartile) against national but fell in line with national in 2006. However we have improved on all scores against our statistical neighbours. Out of 300 settings, only one has currently failed its OFSTED inspection for education. DfES RAG ratings give 'outstanding' for EYFS outcomes duties. Scarborough project to support transition between settings and schools successfully implemented; Catterick/Colburn transition network strongly embedded; training on transition from setting to school given to all relevant personnel across county. Strong multi-agency links developing. Selby schools and settings engaged in CLL project to improve outcomes for children and being extended to all 30% SOA. Colburn/Catterick and Whitby schools and settings engaged in PSED project to be extended to all 30% SOA. FSP results analysed and action taken with special focus on children achieving 3 or below (matched to SEN records). Pre-school PEPs for all LAC now in place. Expansion of childcare places as Children's Centres open eg Filey and Brotherton – additional 100 places. Integrated services through localities now established in 6/22 localities. Comprehensive training programme in place for all EYFS practitioners including qualifications training. OFSTED judgements of quality and standards of Foundation Stage September 2005/December 2006 shows North Yorkshire well above national average. JAR December 2006: "The high standard of Early Years education is maintained through good links with private and voluntary settings and excellent training and support. Young children are very well prepared for school". Progress since then has continued to be good.

APA Self Evaluation Summer 2007	Grade 4
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3.3 Action is taken to ensure that educational provision for 5-16 year olds is of good quality.

Links to CYPP	3.2 , 3..3, 3.6
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Evidence of Progress 2006/7
See CYPP Reviews as above.
OFSTED judgements September 2005/December 2006 show the effectiveness of schools' self-evaluation as well above national average. Data at Foundation Stage and all key stages is strong against national average. Value added is generally strong (in line at KS2). A small number of secondary schools underachieve, cause concern and are a focus of attention. One secondary and 11 primaries currently below floor targets. Two

<p>primaries and one secondary currently in Special Measures; two secondaries in NTI. BME outcomes are strong. LAC strong at 1+A*-G (but weak this year at 5+A*-C nb small cohort and high SEN). Audit Commission Schools survey show top quartile for “effectiveness in challenging schools to perform better” “support for BME, refugee families and travellers” SIPs in place in all primary and secondary schools – feedback very good at both challenge and support. DfES RAG ratings give ‘good’ for Implementation of National Strategy Primary and Secondary Intervention. Our Objective 3.6 in CYPP ensures focus on development of inclusive practice in all schools and settings (see 3.6) Inclusion Quality Mark ensures inclusion is monitored and evaluated. JAR December 2006: “Educational provision in schools is very good in the attainment of vulnerable groups is generally high”. Good progress has been maintained.</p>	
APA Self Evaluation Summer 2007	Grade 3
3.4 Children and young people are enabled and encouraged to attend and enjoy school and to achieve highly.	
Links to CYPP	2.3, 3.1, 3.6, 3.7, 4.5, 5.1
<p>Evidence of Progress 2006/7</p> <p>See CYPP Reviews as above.</p> <p>Pattern of school provision kept under review. Two amalgamations and one closure proposal approved by SOC in 2006/7 reducing stock by 3 schools and 192 surplus places. Review of progress with confederation undertaken and new guidance published. Primary collaborative networks established across 50% of primary schools and 14-19 collaboration developing well. Stock of temporary classrooms reduced by 65 in 2004/7. Current surplus places at 16.7% (primary) which is above national benchmark of 12% - position is stable and reflects high degree of rurality. Secondary position matches national benchmark. Admission arrangements continue to reflect need, minimise stress and give priority to LAC/LDD and excluded learners. In 2006, 97.9% of children entering secondary education were allocated first preference and 97.3% of primary children. The behaviour of learners as judged by OFSTED (September 2005/December 2006) is well above national average and attendance is high in both primary and secondary schools. The four secondary schools targeted for weaker attendance have all made improvements. NEET figures remain low; overall figures for exclusion are good and an improving trend (Eastern Area Behaviour Collaborative has been very successful in reducing permanent exclusions). However, the number of young offenders who are in full-time ETE remains significantly below regional and national averages. The recent YOT inspection report makes a number of recommendations for the YOT and partner organisations to improve service delivery. P scales are now collected and analysed from all schools and an ‘inclusion’ profile is given to each SIP to aid challenge – includes standards, behaviour, attendance, SEN spending and progress. Personal development and well being of learners is well above national average (OFSTED inspections September 2005/December 2006) as is enjoyment of learners. Objective 3.1 of CYPP (see below) has ensured good progress in personal and social development. JAR December 2006 comments strongly on this area and good progress has been maintained.</p>	
APA Self Evaluation Summer 2007	Grade 4
3.5 Educational provision is made for children who do not attend school.	
Links to CYPP	1.7, 2.2, 3.2, 3.4, 4.5, 5.4
<p>Evidence of Progress 2006/7</p> <p>See CYPP Reviews as above.</p> <p>A detailed database is kept and rigorous monitoring takes place of all children educated voluntarily at home (currently 140) whenever access is allowed. All parents given a home educator’s pack by North Yorkshire which includes a Library Card which gives access to all school library resources. Guidance given on exams and the right to sit exams at our PRUs. Work experience placements can be arranged for the children at 14, to help throw them back into the system. Currently 19/140 have been known to Social Care at some point in their lives because of concerns. Parents’ ability to refuse a home visit remains a concern as this is a potentially very vulnerable group. Links to Social Care are currently being developed. Education provision is made. 429 pupils were supported by REOTAS 2005/6 – 135 of these had no school roll and were on Local Authority roll.</p> <p>Education provision is made for children who do not attend school for ‘other’ reasons via a REOTAS panel meeting or where resources have been devolved to schools (eg Eastern Area) via an Inclusion and Accountability Panel. An accurate database is maintained that monitors whether statutory guidelines are being met and significantly targeted preventative work to meet the needs of children and young people</p>	

educated otherwise than in school. Arrangements are in place to ensure schools are compliant with new exclusion guidelines from September 2007 – 6th day arrangements. JAR (Dec 2006) strong in this area. Progress remains good.	
APA Self Evaluation Summer 2007	Grade 4
3.6 All children and young people can access a range of recreational activities, including play and voluntary learning provision.	
Links to CYPP	1.1, 3.1, 4.3, 4.4, 5.2, 5.5, 6.1
Evidence of Progress 2006/7 See CYPP Reviews as above. Extended schools' initiative provides increasing amounts of out of school activities for personal achievement and development, sport and PE (linked also to PESS). 283/390 schools now in extended schools' cluster. Recruitment of four positive activity development workers to the Youth Service to improve access to out of school activities for LDD. Further successful implementation of PESSCL and work with PCT childhood obesity panel. Outdoor Education Service making good links with vulnerable children. Increase in numbers of Millenium Volunteers beyond target. Connecting Youth Culture and VIBE out of school performing arts project involve increasing numbers of young people: 3000 with VIBE; 5000 overall. The Music Service provides Saturday Music Centres, bands and orchestras across North Yorkshire involving over 100 young people. Increased numbers of young people achieving accreditation through volunteering OFSTED judgements (Sept 05/Dec 06) show "curriculum and other activities" meets the range of needs and interests of learners better than national average. Increased numbers of young people centres and additional mobile resources for young people in rural communities including skate park, recording studio and stage. The effective use of Youth Opportunities and Capital Fund with direct involvement of over 4000 people in positive activities spending decided by panels of young people – this spending is targeted on areas of highest deprivation. Full and equal access still difficult through rurality. Good progress made in a difficult area.	
APA Self Evaluation Summer 2007	Grade 4
3.7 Children and young people who are looked after are helped to enjoy and achieve.	
Links to CYPP	3.2, 3.3, 3.4, 3.6
Evidence of Progress 2006/7 See CYPP Reviews as above. LAC pupils results improving: 1+A*-G on a rising trend with 83% sitting and 58.5% achieving; Both of these are above national average. 5+A*-C strong in 2005, weaker this year but very small cohorts. Core learners achieved 61.5 1+A*-G – an improvement on last year. Pre-school PEPs now in place for all LAC, and 90% PEPs for all other LAC within 20 days. Transition packs provided to 22 Y6 LAC for transition to secondary schools. Implementation of LAC social care teams across North Yorkshire. County Transitions planning team set up new shared policy on transitions between children's and adults' social care. Total number of LAC exclusions remains low and permanent LAC exclusions have shown a downward trend for the last four years. Distance new LAC are placed from home – 24% over 20 miles (no benchmark). OFSTED judgement (September 05/December 2006) an equal opportunities is very strong for North Yorkshire. JAR (December 2006) positive about LAC but comments unfavourably on PEPs – this issue has been resolved and good progress made generally.	
APA Self Evaluation Summer 2007	Grade 4
3.8 Children and young people with learning difficulties and/or disabilities are helped to enjoy and achieve	
Links to CYPP	3.2, 3.4, 3.6, 3.7
Evidence of Progress 2006/7 See CYPP Reviews as above. School profiles for all schools now in place containing judgements on progress of SEN pupils. SEN and behaviour provision review now in process of implementation affecting all aspects of SEN and behaviour provision, mainstream and special with early emphasis on enhanced provision for behaviour, dyslexia, ASC, communication and interaction. Inclusion Quality Mark (matching Presence, Participation and Achievement	

<p>guidance) now in place questioning all aspects of inclusion especially SEN spending. All schools checked on quality of tracking for vulnerable children especially SEN, LAC, BME, travellers SEN results are on a rising trend at 5+A*-C and 1+ A*-G and are slightly above the national average. Transition planning for LDD much improved (see 3.4). All schools have had training on disability discrimination act. P.scales are now collected from all schools and clear progress charts of expected progress in place for all LDD. Appointment of equality and diversity consultant. Much positive information in SEN and behaviour survey June 2006 – see Needs Analysis Review. JAR (December 2006) reports very positively on LDD and good progress continues to be made.</p>	
APA Self Evaluation Summer 2007	Grade 4
Overall Evaluation	
<ul style="list-style-type: none"> ▪ Progress in raising standards, improving attendance and reducing exclusions is impressive against statistical neighbours and national in nearly all respects. Vulnerable groups generally perform very well. Looked after children achieve very well. The overall effectiveness of nearly all nursery, primary, secondary, special schools, pupil referral units (PRUs) and early years settings is good. ▪ Attendance is consistently well above local and national averages and exclusions are well below average. Children and young people indicate that life is enjoyable and they are happy at school. A well conceived strategy supports an integrated approach to development in the early years and this contributes strongly to provision that is of very good quality. Recreational, cultural and leisure facilities are wide-ranging, imaginative and accessible though rurality presents an ongoing challenge. Enjoy and achieve outcomes are better than in statistical neighbours. Very productive use is made of local, regional and national data to monitor the progress made by children and young people with learning difficulties and/or disabilities and to ensure that they achieve the highest possible standards of attainment. 	
APA SELF-EVALUATION, JUNE 2007	GRADE 4

PART 2 : REVIEW OF PERFORMANCE 2006/7 – ENJOY AND ACHIEVE

Objective 3.1 - Support the personal and social development of children and young people.:

Introduction:

This objective of the CYPP relates closely to most of the APA key judgements for this outcome, in particular 3.2, 3.4, 3.6. It also fulfils the requirements of section 6 of Education and Inspections Act: “to promote wellbeing”.

Key Activities:

- Provide a wider range of recreational, arts, culture, sport, volunteering and play opportunities.
- Enable communities to support, promote and engage with personal, social and emotional development issues.
- Improve the quality of personal, social, emotional and citizenship education in schools and settings.
- Provide a greater range of informal learning opportunities through out of school, residential, holiday and weekend provision.

Progress against Milestones:

- Further implementation of PE and School Sports initiative (PESSCL) and alignment with North Yorkshire Sport and Arts Council to ensure out of school sport developed. PESSCL works with PCT childhood obesity panel. Outdoor Education Service further developing links with vulnerable children.
- CPD for Sex & Relationships Education (SRE) and drugs days in place. Provision of Connexion access points for personal and career-related information for young people.
- Political Literacy Citizenship resource pack to all secondary schools. Health related behaviour questionnaire conducted, material analysed, conference run on SHE (150 participants) PSHCE secondary co-ordinators network meetings established.
- Extended schools provide increasing amounts of out-of-school activities for personal achievement and development sport and PE. 283/390 schools now in Extended Schools cluster. Recruitment of four Positive Activity Development Workers to improve access to out-of-school activities for LDD. Increase in numbers of Millenium Volunteers beyond target. Connecting Youth Culture and VIBE out of school performing arts project involve increasing numbers of young people.
- SEAL project involves 150 primary schools.
- Development plan in place for delivery of drug and alcohol education in conjunction with Health and Social Care.
- Audit of PSHE needs of LDD.

Impact:

- Current performance in young children’s development as measured by Foundation Stage is 75%, well above the national benchmark of 71%. “Good opportunities for leisure including more isolated communities” (JAR). Section 5 Ofsted shows personal development and wellbeing of learners as well above national average in primary and special and in line with secondary. “High numbers of learners are consulted regularly on a range of issues” (JAR) “Children’s behaviour is good” (JAR). Health related behaviour questionnaire (HRBQ) shows PSHE in secondary schools rated as less useful than in our statistical neighbours.
- Reduction of exclusions for drug and alcohol related behaviour from 227 in 2004/5 to 137 in 2005/6.
- 51.4% of schools now have Healthy Schools status (in line to meet our LAA stretch target) – this reflects increased numbers of schools with planned PSHE programmes. 97% of schools are participating in the Healthy Schools Scheme. Section 5 Ofsted shows primary and special schools above national average in enabling learners to be healthy; secondary schools meet the average.
- DfES/DOH Certification of the teaching of PSHE: Over 40 schools now certified so milestone met.
- Over 3000 young people have taken part in VIBE out-of-school activities. Over 5000 young people involved in Arts, Culture and Sporting activities. Increased numbers achieving accreditation through volunteering. 4 schools delivering the full core offer.
- 81% of young people in North Yorkshire schools engage in two hours high quality sport and PE per week (PESS survey October 2006). This is LAA stretch target. 70% of secondary schools offer sports leadership programmes (PESS survey October 2006) – this is above national trend.

CONCLUSIONS AND NEXT STEPS

Introduction

Good progress in and out of school personal and social development including dispersed rural areas. Some concern over the findings of the HBRQ in secondary school PSHE (Y1 milestone!). Second milestone (50% of schools with “healthy schools” status) is met. Third milestone is also hit. Good progress towards all Y3 targets, including reduction of numbers of pupils not on roll of a school (Eastern Area behaviour collaborative success).

Year 2 Milestones

- Quality of PSHE improved especially in secondary schools. Young People's feedback in the HRBQ will be more positive.
- Single plan for PSHCE
- 60% of schools achieving healthy schools status December 2007.
- Increased number of young people engaged in Arts-based programmes.
- 65% of primary schools and 10% of secondary schools and early years settings involved in SEAL project
- Guidance to schools on risk-taking behaviour published.
- PESSCL and LAA funding directed at needy schools increases participation in PE and sport in more deprived areas.

Amendments to Year 3 Targets.

- Amend the 2nd target to read – Ofsted schools inspection judgements; personal development and well-being of learners (primary, secondary and special schools) at least good in 90% of all schools.
- Amend the 5th target to read – By 2009 all North Yorkshire schools to be working towards national Healthy Schools status. 85% of schools achieve healthy schools status by December 2009 (LAA stretch)
- Remove 6th and 7th targets.

New targets to be included are:

- 40% of early years settings, 80% of primary schools and 50% of secondary schools involved in SEAL project
- Exclusions through drug and alcohol related incidents reduced to 80 by April 2009.
- 92% of 5-16 year olds accessing 2 hours or more of high quality PE and/or school sports within or beyond the curriculum each week by July 2009 (LAA Stretch).
- 16% of 5-16 year olds accessing 2 hours or more of high quality PE and/or school sports beyond the curriculum each week by July 2009 (LAA)

Amendment to Objective Title

Objective 3.1 in the revised plan will be – support the personal, social and emotional development of children and young people.

Objective 3.2 – Improve the progress of low attaining and underachieving children and young people.

Introduction

This objective of the CYPP relates particularly to APA key judgements 3.3, 3.5, and aspects of 3.7, 3.8. It also contains aspects of the Education and Inspections Act Sections 59-66 and 70-73: intervention in schools causing concern. 88-102: behaviour and exclusions.

Key Activities:

- Identify and take early action on underachievement in schools and settings through rigorous assessment and tracking procedures with a particular focus on vulnerable groups.
- Identify and support schools and early years settings causing concern.
- Pay particular attention to those children and young people who are not in NYCC standard educational provision.
- Improve pre-registration support to early years settings to ensure quality provision at registration. (NYCC Policy & Development)
- Monitor performance of underachieving groups.
- Implement School Improvement Partners in all schools.
- Implement the SEN and Behaviour Provision Review.
- Improve attendance and tackle truancy in schools through provision of attendance leadership and support for schools.

Progress against Milestones:

- All underachieving schools (low CVA) targeted for action. Primary schools with lowest CVA have County initiated ISP programme. Secondary schools causing concern have tight support plans. National Leader in Education now working in two schools. Support network and training for all secondary SCC. Focus on lowest attaining pupils through collection and analysis of p-scale data and feedback to schools: this includes special schools, a clear improvement on JAR review. School profiles for all schools in place containing judgements on progress of SEN pupils, exclusions, attendance, behaviour and used by SIPs on visits. Further work to ensure all schools are tracking all pupils, particularly vulnerable groups, in a systematic and sophisticated manner.
- Attention paid to progress of all CYP educated voluntarily at home (where access possible).
- SIPs now in place in all primary and secondary schools.
- Pre-registration support systems to Early Years settings have been maintained and strengthened.
- SEN and behaviour review now in process of implementation – affects all aspects of SEN and behaviour provision. Inclusion Quality Mark in place questioning all aspects of inclusion especially SEN spending. Action through information to schools and parents to reduce holidays in term-time.
- All schools encouraged through SIP challenge to identify and track all potentially vulnerable children, especially SEN, LAC, BME, travellers.

- Education provision is made for children who do not attend school via a REOTAS Panel meeting or where resources have been devolved to schools an Eastern Area Inclusion and Accountability Panel. An accurate database is maintained that monitors whether Statutory Guidelines are being met and significantly targeted preventative work to meet the needs of children and Young People educated otherwise than in school.
- 429 pupils were supported by REOTAS 2005/06. This included 294 pupils who remained on a school roll and 135 who had no school roll and were included on the Local Authority REOTAS roll.
- The majority of pupils supported by REOTAS are KS4 (59.7%). Although the number of reception and Key Stages 1 and 2 pupils is small in comparison (59 pupils, 13.8%), a significant number of pupils of this age require 1:1 support. When planning provision it is important staff and pupils are safeguarded. For home tuition a responsible adult has to be present for the tuition to take place.
- The REOTAS service places a strong emphasis on providing young people with the opportunity to undertake GCSE external accreditation. A detailed analysis of GCSE results by locality is available. In addition to GCSE's a wider range of curriculum opportunities other than National Curriculum are offered. Courses offered and the accreditation body is analysed.
- Analysis of Year 11 REOTAS results for the County have been shared with Executive Members
- Pupils at KS1, KS2 and KS3 are assisted towards Statutory Tests.
- All permanently excluded pupils are educated in alternative (non-school base) provision after the fifteenth day of exclusion. In 2005/06 72.73% of all pupils were offered full-time education. Appropriate action is taken to provide for pupils who are unable to attend school for medical, physical and emotional reasons including young parents. All Panel aim to provide 10 hours education for all young people who are referred to the them by Medical Practitioners for medical reasons. Statutory Guidance indicated that a minimum of 5 hours should be provided.
- Schools are challenged to be effective at self-evaluation through SIP visits and training.
- Schools are actively encouraged to provide a broad, balanced and stimulating curriculum and not to focus too much on tests and training for tests.

Impact:

- Improved attainment and achievement in 4/11 targeted secondary schools. Whitby Community College removed from special measures (March 07), Pindar Ofsted satisfactory with good features (December 06), Raincliffe NTI July 06 (rather than special measures), Aireville in special measures (Sept. 06) making satisfactory progress. Two primary schools removed from serious weakness/notice to improve and none entered a category since November 2005. There remain 6 secondary schools with serious concerns (Risedale, Scalby, Aireville, Whitby Community College, Harrogate High School, Raincliffe). Secondary school Ofsted inspections since September 2005 demonstrate overall average performance but with a greater proportion of outstanding and fewer inadequate against national. CVA higher than national average KS2-4 (1002.1)
- Many targeted primary schools have been inspected since September 06 and none have entered a category ISP has had a very positive effect-improved standards in 80% of schools targeted – no school in an OFSTED category. Overall OFSTED inspections of primary and special schools since September 05 show a greater proportion of good and outstanding than nationally and significantly few inadequate. CVA for KS1-2 matches national average.
- LAC pupils results improving (see 3.3).
- SIP National Strategy reports all give 'good' judgements; NS summary report (09/06) is green in all Local Authority categories; only two areas not 'good' are QT and L and Leadership and Management in secondary schools.
- Section 5 OFSTED judgements for Foundation Stage in schools: 74% good or outstanding (no benchmark available). KS1 results are slightly above national average but slightly below SN. KS2 results are above national average and in line with SN. KS3 results are above national average and SN.
- Schools in SM and NTI since September 2005 are below the national average, though secondary schools (2 have been in SM) a cause for concern.
- Figures for authorised and unauthorised absence are both strong in all schools, better than national average and SN. North Yorkshire attendance practice identified as a model of good practice by DfES. Targeting of schools for absence has been very successful – all ahead of trajectory. Exclusion figures are also strong in every case against national average. LAC results at GCSE 1+A*-G at 72% are above national average.
- Learners with SEN do well against national average and results are on a rising trend (see 3.3). Ofsted (September 2005-December 2006) show LDD in primary making significantly better progress than nationally; in secondary progress is in line with national average.
- Small numbers of BME in North Yorkshire make reliable statistics difficult; however of 194 young people taking GCSE in 2006, 70% achieved 5+A*-C which is well above North Yorkshire and national average.
- Audit Commission Schools' Survey (2006) "challenging schools to perform better" is first quartile; "effectiveness of support for BME, travellers, refugees" is also first quartile.
- OFSTED (September 2005-December 2006) show effectiveness of primary schools' self evaluation to be

well above national averages. Secondary schools are slightly below national average. Audit Commission Schools' survey shows schools' views of support for self-management is very high.

- In primary and secondary schools (OFSTED September 2005-December 2006) children's behaviour, attendance and enjoyment are all better than national average.

CONCLUSIONS AND NEXT STEPS

Introduction

Good progress in improving progress of low attaining and underachieving pupils demonstrated in improved OFSTED outcomes and overall results for targeted schools. Concern remains over 6 targeted secondary schools whose progress is currently inadequate. Primary school heads deflected from teaching and learning by building considerations. Continued parental/carer attitude to holidays in term-time an issue. SEN and behaviour review revealed anxieties of some parents of children with SEN in mainstream schools that they were not getting sufficient attention: Inclusion Quality Mark focuses on correct spending of SEN delegated funds. Our concerns are to raise overall performance KS1-2 but in secondary schools to focus improvement on a small number of weak performers.

Y2 Milestones:

- Meet National and LA targets for 2008.
- All personnel (SIPs, Support Advisers, consultants, external consultants and appropriate others) deployed to effectively drive school improvement.
- Meet national targets at KS2, KS3 and KS4 by 2008
- Meet targets for Looked After Children by 2008.
- Meet LAA target in respect of young offenders in full-time ETE.
- Full implementation of the KS4 engagement programme for NEET young people.
- Primary SIP programme successfully implemented.
- Special SIPs trained, accredited and ready to be deployed.
- 58.2% children will achieve 6 in all PSED and CLL Scales and 78 points overall.
- P Scale evaluation in place and used by all schools.

Amendments to Year 3 Targets

- Remove 1st, 6th and 7th targets.

New targets to be included:

- 10% increase in primary, secondary and special schools obtaining the Basic Skills Award
- 98% students leave school at 16 with 1+ GCSE grade A*-G by 2010 (LAA)
- 6.45% half days missed due to total absence in secondary schools maintained by LA by 2009 (LAA)
- 4.50% half days missed due to total absence in primary schools maintained by LA by 2009 (LAA)

Additional Key Activities

- Provide targeted intervention for CLL particularly in areas of high deprivation (see obj 5.2)
- Disseminate effective provision for LDD at Wave 1, 2, 3.

Objective 3.3 – Improve enjoyment, achievement and progress at KS4

Introduction:

This objective of the CYPP relates closely to APA key judgement 3.3 and also to 3.7 and 3.8. It also fulfils the requirements of Sections 59-66 and 70-73 of the Education and Inspections Act (schools causing concern); and Sections 74-75 (curriculum). Developments at 14-19 are also covered in CYPP outcome 5.

Key Activities:

- Provide meaningful personalised learning and extended accredited opportunities for all.
- Implement the 14-19 Strategy "Put the learner first" – ensuring a good match of curriculum and teaching so that learners engage more fully.
- Identify and support schools with the lowest achievement at KS4.
- Establish Behaviour Collaboratives where groups of secondary schools take collective responsibility for the education of all their children enabling those vulnerable to exclusion to achieve their potential.

Progress against Milestones:

- Curriculum expanded in all secondary schools at KS4 and Post-16 through local Area Learning Partnerships (ALP). Applications to Gateway Diplomas successful for 2008 in one area; and for 2009 in a further four areas; only two areas with no success currently. One of the 7 ALPs is now an EIP. Work to further personalise learning in all secondary schools is well developed. Targeted work in 11 weaker secondary schools has resulted in clear improvements at GCSE in 4 of them and higher achievable targets for current Y11 in all. These schools have had high levels of intervention – all have detailed LA plans.
- Eastern Area Behaviour and Attendance Collaborative has completed one year and has demonstrated clear success: - is acting as a pathfinder to other areas where preliminary work is in place. SEN and behaviour review is completed – clear strategy now in place for improving achievement and wellbeing of

all CYP with SEN and behaviour issues.

Impact:

- SIPs report a rapidly increasing focus on individual pupil achievement and personalised learning in most secondary schools. Ofsted (September 2005 – December 2006) judges curriculum better than national average. Performance Indicators for 14-19 (DfES) mostly green (11 and 12 are green-amber): evidencing good progress in curriculum expansion at 14-19. NEET figures are second best in country. Overall GCSE results rose 1½% to 64.2% (5+A*-C) with very impressive gains in most targeted schools: Raincliffe, Aireville, Ripon College, Scalby. Overall CVA for GCSE is now above national average at 1002.1.
- Significant reduction in permanent and fixed-term exclusions in the Eastern Area SEN and behaviour collaborative. Overall figures for absence and exclusions are good and on a rising trend. Very good development of partnership working between secondary schools in curriculum and (Eastern Area) behaviour. Better use by secondary schools of data analysed by vulnerable groups.
- Whitby College was removed from Special Measures in March 07 (now NTI). GCSE indicators are all in Band A (green) and for 2006 in all top 15% of authorities and better than national average and SN. We are on a steadily improving trend year on year and are placed 15th in the country for 5+A-C including English and maths.
- LAC 1+A*-G continue on a rising trend and are now at 83% sitting and 58.5% achieving. Both of these are above national average. 5+A-C of LAC need improvement but because of small size of cohort these vary strongly from year to year. Care leavers achieved 58.5% 1+A*-G which is better than previous year.
- SEN results at GCSE are on a rising trend at 5+A-C and 1+A*-G and are slightly above the national average.
- BME results are very good with 70% of BME achieving 5+A*-C in 2006, well above national and North Yorkshire average.

CONCLUSIONS AND NEXT STEPS

Introduction

Good progress in developing curriculum personalised learning and overall GCSE results but a small number of secondary schools still clearly underachieving. Collaboration between schools on curriculum enhancement good apart from in Harrogate area though room for further improvements in breadth of curriculum offer at KS4 in most areas. Good progress towards Y3 targets. Challenges for 14-19 remain including rural nature of county and 'travel to learn' issues. Exclusion and attendance progress good.

Y2 Milestones

- One secondary school removed from Special Measures
- No secondary or special schools in Special Measures
- Ofsted school inspections judgements on quality of leadership and management at least good in 65% of secondary schools
- Fewer than eight secondary or special schools with significantly below average CVA
- Meet national targets for GCSE and equivalent for 2007
- Improved curriculum offer at 14-19

Amendments to Year 3 Targets

- Amend 1st target to: Meet national targets at KS4 by 2009
- Amend 2nd target to: Average of 3.6% 16-18 year olds not in education, employment or training (NEET) by 1/11/09-31/1/10 (LAA Stretch).
- Amend 4th target to read 5% instead of 10%.
- Amend 5th target to include special schools.
- New target: Ofsted school inspections judgements on quality of leadership and management at least good in 70% of secondary schools

Additional Key Activities

- After 2nd KA; 'Implement the 14-19 Strategy "Putting the learner first" by providing extended accredited opportunities for all'.
- Include the new Activity "Promote increased leadership capacity in all schools".

Objective 3.4 – Improve the support available to potentially vulnerable children, young people and their parents and carers during transfer and transition periods.

Introduction:

This objective relates closely to APA key judgement 3.1, 3.5 and aspects of 3.7 and 3.8. It also fulfils the requirements of Sections 100-102 of the Education and Inspections Act (education of excluded pupils).

Key Activities:

- Improve transfer for all children and young people into, within and between home and educational settings.
- Pay particular attention to those children and young people who move school at a non-standard time eg Looked After Children, Travellers, service children, migrant workers, immigrant families, young people in

the secure estate and those at risk of exclusion.

- Identify and support those children and young people undergoing significant life changes.
- Ensure a greater degree of coherence for children and young people as they move to adult services.

Progress against Milestones:

- Additional funding and training provided to 30 settings and 22 schools in Scarborough based on promoting effective transition between setting and school. Impact to be measured through survey October 2007 (linked to early roll out locality). All schools and settings on Catterick Garrison are part of ongoing EY transition group which meets termly. Focus includes moderation of assessments and transition. PSED project run with all garrison schools and settings in Summer 2007 and Autumn 2007 looking at improving outcomes for FS children. On-going (linked to early roll out locality). North Craven – additional funding in 2006 which led to developments of strong local networks. Training on transition led for all schools and settings. Training for Headteachers on data including identifying vulnerable children. Strong links developing between multi-agencies. Selby schools and settings engaged in CLL project looking at improving outcomes for children. Schools with low FSP outcomes were identified and invited to join programme. Harrogate – 9 schools and 15 settings centred around the North Harrogate children's centres have received additional funding to support integrated working. Focus includes transition between school and setting strand of training. FSP results analysed in 2006. Schools with lower than expected outcomes (with particular focus on CLL, PSED and maths) identified and action taken through Link Adviser and PCEY. Individual children achieving 3 or below in FSP were identified in conjunction with PPS and matched to SEN records.
- Good practice of avoiding exclusion for pupils with behavioural difficulties established through Eastern Area behaviour collaborative. Establishment of post of 'managed moved' officer. Pre-school PEPs now in place for all LAC within 20 days (part of JAR action plan) and 90% of all other LAC have PEPs. Much support offered to foster carers through ELAC. County Carers' conference March 2007. IRO training April 2007. Transition packs provided for 22 Y6 pupils for transition to secondary schools. Review of Traveller Service carried out. Additional investment in EAL service (reflecting pro-active approach to increased numbers of pupils with EAL).
- Implementation of LAC social care teams across North Yorkshire. Introduction of new IRO Service (September 2006). Integration of 'leaving care' teams into LAC teams.
- County transitions planning group has been set up – new shared policy on transitions between Children's and Adults' social care. Very good transition practice in place between middle and high schools. Good practice for curriculum transition in Scarborough area.
- Early implementation of localities and integrated service teams to ensure close tracking of vulnerable CYP.
- Very good pupil tracking systems established in most vulnerable schools including garrison schools mean much earlier identification and rectification of underachievement (see also ISP initiative).
- Expansion of home-school support worker force by 30 Parent Support advisers into the most highly deprived areas. Continuation of 'temporary home-school support workers through additional base budget funding to 60 most deprived primary schools.
- Transition planning: LDD
 - For the first time an information brochure has been made available to all year 9 pupils with a Statement of SEN and parents have been invited to an initial guidance interview. The LA reports that this is an early development but they have received positive comments where parents have attended the discussion;
 - The 'Go' booklet has been welcomed and schools wish to use it for those on School Action Plus and School Action. This is a very encouraging development particularly after a period where there was no available information aimed at students with SEN.
 - Funding, available through the Parent Partnership Service, has allowed for a collaborative task group (PPS, Connexions, Parent Partnership) to develop a multi agency information pack entitled, 'Help as you move on from School' pack, for year 9 pupils and their parents/carers.'

Impact:

- Exclusions: secondary permanent exclusions for 2005/06 were a third of the total of 2004/5. Primary exclusions also robustly low. 10th best attendance nationally and 17th lowest with percentage of persistent absenteeism. The total number of LAC exclusions remains low and permanent LAC exclusions have shown a downward trend for the last 4 years (51 permanent exclusions 2005/06). Authorised and unauthorised absences are low compared to national average and SN in all schools. All pupils now on the roll of a school in Eastern Area and therefore accountability for achievement and wellbeing firmly in place as model of good practice.
- Care planning: improvement in quality and rigour; more successful move to independent living.
- Improved use of KS2 data and pupil tracking by secondary schools has meant a more rigorous approach to early learning in Y7.
- Review of home-school support workers demonstrates high levels of success in dealing with poor attenders and mobile pupils.

- Garrison schools deal rapidly and effectively with new arrivals. Emerging evidence from projects of improved transition from EY settings to schools.
- Distance newly LAC are placed from home – 24% over 20 miles (no benchmark) PEPs within 20 days (100% pre-school and 90% other) ensure better transition of LAC.
- Improved staying on rates for Travellers (see part 3).

CONCLUSIONS AND NEXT STEPS

Good progress has been made in this difficult and diffuse area to evaluate. A much greater awareness has been established about responsibility of schools for mobile and excluded children and their great vulnerability through School Improvement Network meetings and the establishment of the Inclusion Quality Mark.

Year 2 Milestones

- Improved completion to 16 rates for travellers in Secondary Schools.
- Increase PEPs for all Looked After Children to 100% (JAR)
- No increase in exclusions and statementing for behavioural difficulties in Y7.
- Transition issues for children and young people have been analysed:
 - Who have LDD and chronic health needs
 - Mental health issues
 - Who wish or need to move to independent living.
 - and identify improvement actions for inclusion in LDD mini-plan (see 6.4)
- Information available to Early Education Consultants about LAC and traveller children in settings. Better information on LAC and travellers to SIPs
- Better data on SEN progress in schools available to SIPs
- Guidance on transition between setting and school to be published
- Evaluation of Children's Centres demonstrates good support for parents and carers, particularly of vulnerable children, on transfers.
- Good practice on transition in North Craven area to be shared with Whitby in particular and rest of County in general

Amendments to Year 3 Targets

- New Y3 target: 'Managed Moves' and In-Year Admissions protocols working well to ensure fewer exclusions and shorter gaps in schools.
- Amend 3rd target to read - Further improvement in completion to 16 rates for Travellers in Secondary Schools
- Amend 6th target to read - Meet target of securing a new school within 20 days for Looked After Children, permanently excluded, and hard to place in year admissions.

Objective 3.5 – Improve the Partnership with parents and carers to support children's learning.

Introduction:

This objective relates to APA key judgement 3.1 in particular. It also fulfils the requirement of Sections 12 and 13 of the Education and Inspections Act (information and advice to parents and carers) and Section 97 (parenting contracts).

Key Activities:

- Further develop the network of children's centres.
- Within the extended schools agenda, further develop support for parents and carers through family learning opportunities in their widest sense, information advice and guidance.
- Further develop the network of home school support workers.
- Engage parents and carers in their children's learning.
- Further develop the work of the Parent Partnership Service for children with special educational needs and disabilities.

Progress against Milestones:

- Consultation carried out on location and service offer 22 new Children's Centres to add to existing pattern of Centres, making a total of 29. Implementation planned by 31 March 2008. Good parental involvement in consultation (1061 responses) Family Fun Day events held to secure parental involvement. Major children's centre developments opened in Filey and Brotherton in September 2006. Both heavily used by local parents. Children's Centre consultation included views on setting up Parents Focus groups in each Children's Centre (148 responses from 5 areas consulted).
- Parent Support Adviser Grant received in June 2006. Grant awarded to 20 LAs making good progress with Extended Schools. Strategy developed in Summer 2006 to link with Integrated Service Delivery in localities and to supplement existing pattern of those to school support workers funded through Children's Fund or County Council funding. 30 PSAs appointed by January 2007, to provide support in 50 schools across the 22 localities.
- Parent Partnership had major involvement in assisting Parent Voice in the Review of SEN and Behaviour

Provision. County Parents Consultative group remains active. Very close working between Parent Partnership and Quality and Improvement Service established – joint meetings in place.

- Funding of £138k awarded through Sure Start grant to develop 718 out of school club places across the county to support parents. £63.5k awarded to 16 private and voluntary groups to sustain Childcare in their areas.
- The opening of Filey and Brotherton Children's Centres provided 100 additional childcare places in those areas.

Impact:

- Parents and carers, through our open approach and consultation, have clearly been welcomed as partners in education; their needs and aspirations have been considered.
- Evaluations of parent-support advisers very strong.
- Database established on parent complaints: in 2005/06, 29 complaints re inclusion in school – all schools challenged and resolved productively.
- Meetings with parents/carers during July 2006 (SEN and behaviour review consultation) highlighted concerns of some parents re SEN in mainstream schools. This has led to guidance to schools and inclusion in the Inclusion Quality Mark.

CONCLUSIONS AND NEXT STEPS

Introduction

Although this area is more difficult to quantify, parents/carers express high levels of satisfaction at involvement in school life, consultation on Children's Centres, SEN and behaviour review. Parent support advisers very successful. Low numbers of complaints. Good progress overall.

Year 2 Milestones

- Approval secured through CYPSP of Parenting Strategy for the County.
- Current pattern of parental support workers funded from various sources revised to ensure targeted support for the most vulnerable groups in all areas.
- Parents Forums set up at all Children's Centres (half to be in place by 31.3.08, remainder by 31.12.08).
- Parent aides through Children's Centres developed to link in with existing parental support services.
- Strategy to deal with the expiry of Children's Fund and PSA grants on 31.03.08 developed and in place.
- All 22 localities in place and roles and responsibilities clearly identified. (See Objective 6.1)
- Home-school support workers and 30 new parent support advisers working well and in an integrated fashion.
- Evidence of better co-ordination of the parent support workers across the board.

Amendments to Year 3 Targets

- New target - Parents Forums operating in all Children's Centre areas across the County.

Additional Key Activities

- Implement the Parenting Support Strategy
- Develop the role of the Early Years team in promoting the importance of parents as partners.

Objective 3.6 – Develop an inclusive culture in all settings, schools, provisions and communities

Introduction:

This objective of the CYPP relates to APA key judgements 3.3.5, 3.4.3 and aspects of 3.7, 3.8.

Key Activities:

- Engage with representatives of the local community and the private and voluntary sector to bring about change.
- Improve schools' and others' capacity to welcome all children and young people and provide them with a good education.
- Encourage local communities of schools to take responsibility for all children and young people in their area.
- Increase the access to participation in mainstream school for children currently educated out of school.
- Transform staffing to reflect the balance of the communities we serve, for example include more people from different ethnic backgrounds and faiths.
- Improve the quality and breadth of learning through opportunities that meet students' needs and learning styles.
- Focus particularly on improving the corporate parenting, attendance and achievement of looked after children.
- Implement SEN and Behaviour Provision Review.
- Implement the Inclusion Quality Mark for 50% of schools.

Progress against Milestones:

- Inclusion Quality mark is established. A key criterion for achieving this mark is ensure the school is welcoming. Information on schools that are unwelcoming or discriminatory against families and children is now shared between service areas – co-ordinated by the Principal Adviser. Schools are challenged re concerns. All schools have had training in their Disability Equality Duty.

- Localities are being rolled out with locality profiles. All heads briefed on schools' role in inter-agency work in localities. Eastern Area Behaviour collaboratives in place. Eastern Area Behaviour Collaboratives have led to a much better awareness and understanding amongst secondary heads of all CYP in their area and their collective responsibility. Locality days in place for Quality and Improvement officers to ensure all SIPs and consultants understand and promote inclusion agenda. Inclusion profiles have been established for each school (primary, secondary and special) and shared with SIPs, support services and consultants. The profiles inform schools of their comparative performance with their locality and family (IMD quintile) of schools on exclusion, attendance and SEN performance.
- P scales are now collected from all schools – progress charts available for all CYP in the county with traffic lights to indicate progress – all SIPs use to challenge.
- Establishment of LAC, Minority Ethnic, EVH, LDD, Behaviour and Attendance cross-service area groups. All developing protocols. Key activity has been the establishment of the Eastern Area Collaboratives (see 3.3). Focus on improving corporate parenting, attendance and achievement of LAC. Overall all Key Stages are good and improving. Attendance remains good but could improve further.
- Targeted SEN funding followed through by secondary SIPs. 14-19 funding to meet learner needs monitored within ALPs. Primary programmes have focused closely on the learner: Pupil self-evaluation; reading intervention programme; Social and Emotional Aspects of Learning. Has taken place through SINs and HT Conferences.

Impact:

- All schools have been initially trained in their Disability Equality duties responsibility.
- Inclusion guidance is being used in many schools. Greater cross agency understanding and sharing of information of unwelcoming schools – which has led to greater challenge and the development of better practice in at least 20 schools. All schools being challenged on progress of SEN children and against the Inclusion Quality Mark. Attendance and exclusions data both strong for all schools. Racist incidents: number of racist incidents remain stable in North Yorkshire set against growing population of minority ethnic pupils. In recording incidents schools are requested to explain the intervention they have made. Senior Adviser is supporting two secondary schools where racist incidents have been unacceptably handled. Close work/liaison takes place with community cohesion worker. Currently key focus of work in Skipton task group where key representatives of NYCC Craven District Council and the local community are working together to prevent racist incidents and develop community relations.
- 107 schools recently attended personal development and well-being conference – emphasis on inclusion

CONCLUSIONS AND NEXT STEPS

Introduction

Qualitatively, schools and Early Years settings are much more aware of their responsibility for every child in an area through their sign-up to Inclusion Quality Mark and engagement in developing locality agenda. Parents through Parent Partnership and SEN and behaviour review consultation have had good opportunities to express concerns. Some resistance to involvement in CAF process in early roll-out.

Year 2 milestones:

- 65% of settings and schools to achieve IQM by July 2008 (LAA)
- Suite of guidance for settings and schools on working with challenging pupils published September 2007.
- Targeted settings and schools to be challenged on inclusive practice based on evidence presented in Inclusion profiles alongside information collected on concerns/inclusion complaints database. The challenge will be via SIPs, early years consultants and focused, short-notice visits by Q&I service inclusion advisers.
- Roll-out of behaviour and attendance collaboratives for four other areas of North Yorkshire.
- Progress implementation of Year 1 priorities in the SEN/Behaviour Review Implementation Plan. This focuses on enhanced schools for BESD, communication and interaction and dyslexia.
- Roll-out gender equality scheme and training.
- The experience and perceptions of minority ethnic pupils in our settings and schools shared with all settings and schools to inform their personal development programmes and inclusive provision.
- Appointment of Equality and Diversity Consultant to increase capacity to challenge and support settings and schools with this agenda.
- Develop the traveller service to better impact on the outcomes for traveller pupils.
- Settings and schools supported with training, resources and examples to meet their statutory duties under DDA, Gender Equality duty.
- Experience of minority ethnic pupils and those of a different faith and/or language/background monitored by Strategic Group.

Amendments to Year 3 Targets

- Remove 5th target
- Amend 9th target to read - Ensure 90% of young offenders supervised by the Youth Offending Team are in full time Education, Training or Employment by 2010. (LAA)
- New Target - 80% of schools to achieve the Quality Standards for Inclusion (IQM) by July 2010 (LAA).

<p>New Key Activities</p> <ul style="list-style-type: none"> ▪ Amend 2nd key activity to read: Share good practice through early years, primary, secondary and special school forums. ▪ Amend 3rd key activity to read: Develop Inclusion Quality Mark (IQM) and encourage all schools to adopt it.)
<p>Objective 3.7 – Enhance the network of services through well-planned, effective provision across the County.</p>
<p>Introduction: This objective relates to APA key judgements 3.2, 3.4 (3.4.1, 3.4.2); and to sections 7-26 of the Education and Inspections Act (school organisation)</p> <p>Key Activities:</p> <ul style="list-style-type: none"> ▪ Maintain up-to-date knowledge of need for services and access to them across the County. ▪ Work closely with schools, early years settings and other partners to identify opportunities for joint developments to enhance local services. ▪ Promote collaboration between schools, settings, colleges and other learning providers to increase capacity for meeting individual learners' needs. ▪ Promote collaboration between schools, settings, and colleges to underpin efficiency and viability. ▪ Review and modernise school provision as appropriate to ensure learners have equal access to stable and effective schools and specialist support across the County. <p>Progress against Milestones:</p> <ul style="list-style-type: none"> ▪ Review of SEN and Behaviour Provision completed and recommendations for future pattern of provision agreed by the County Council in December 2006. Implementation to be taken forward in 3 phases taking account of major capital resource needs (around £50m). Phase 1 to include creating a local network of 31 Enhanced Mainstream Provisions, 3 additional PRUs and local Specialist Provision Networks over the next 3 years. These are to be linked with Children's Centres and Locality Teams as part of the Extended network. Phases 2 and 3 involve building 3 new Special Schools to replace 6. ▪ Pattern of Integrated Services Delivery through 22 localities organised into 6 Integrated Services areas established. 6 Integrated Service managers and support staff in place by April 2007. Other Directorate Services restructured in October 2006 to support the locality structure eg Strategic Planning, Quality and Improvement, other planning eg Parent Support Adviser roll out based on 22 localities. 30 Extended Schools clusters established by March 2007 and 29 Children's Centres in place by March 2008. All 22 localities to have at least one Extended Schools cluster and one Children's Centre as basis for services. ▪ Pattern of school provision kept under Review. Two amalgamations and one closure proposal approved by the SOC in 2006/07 reducing the stock by 3 schools and 192 surplus places. One further proposal turned down by SOC in May 2006 (School with 10 pupils). Directorate Working Group (August 2006-April 2007) reviewed Confederations and Federations. Report issues in April 2007 accompanied by revised guidance. Primary collaborative networks established across 50% primary schools. 14-19 ALPs supporting collaboration. Ryedale sec: school collaboration leading to EIP status. ▪ Stock of temporary classrooms reduced by 65 during the three year capital programme 2004/07. Some replaced with permanent accommodation: others are surplus place removal. Secondary BSF project (£32m) at Richmond School progressed planning permission achieved in April 2007. Major improvements to – schools carried out in 2004/07 under the LA Capital Programme. <p>Impact:</p> <ul style="list-style-type: none"> ▪ Active management of surplus places through school place planning activities (see above). ▪ Current (2006) surplus places position is 16.7% (primary) which is above national benchmark of 12%. Position is stable, reflecting and high degree of rurality. Secondary position reflects national benchmark at 8.5% but is above SN.
<p>CONCLUSIONS AND NEXT STEPS</p>
<p>Introduction Firm basis laid for the roll out of Integrated Services in 2006/07. Innovative structure established to ensure consistency of approach across county. Active management of the pattern of education provision is evidenced through the Review of SEN and Behaviour Provision, the school reorganisation activity and the capital programme.</p> <p>Year 2 Milestones</p> <ul style="list-style-type: none"> ▪ Establishment of six integrated service teams across the county completed. ▪ Completion of Children's Centres to establish a pattern of 29 across the County by March 2008. ▪ Re-vamped Confederation and Federation Strategy to schools relaunched publishing a revised booklet in June 2007 and through attendance at SINs and Governors' meetings. Increased awareness of management issues in schools and strategies to deal with falling rolls and the ageing headteacher

workforce (3 out of 5 over 50 years).

- Primary Capital Strategy drawn up consultation carried out and member approval gained by 31.12.07.
- First phase of the Review of SEN and Behaviour Provision in place approval to the provisions relating to Behaviour Strategy secured by December 2007.
- Approval to next capital programme for 2008/11 drawn up and secured.
- £32m Richmond School BSF project started.
- Parenting Support Services reviewed across the County (see 3.5 and 6.1).
- Strategy for falling rolls in secondary schools across the County developed.

Amendments to Year 3 Targets

- Remove 1st and 2nd targets

New targets to be included are:

- 6 ISM areas including 29 Children's Centres fully operational and effective.
- On site with construction projects from first phases of Review of SEN and Behaviour Provision.

New Key Activities

- Implement the SEN/Behaviour Review proposals

Performance Data [cross-refer to schedules in CYPF]

Childcare data: OFSTED inspection findings remain very positive. Foundation Stage profile strong against national average but fell last year in line with national.

KS1 data: Strong compared to national average; broadly in line with SN. Trend is static.

KS2 data: Strong compared to national average; broadly in line with SN (value added in line with national)

KS3 data: Well above national average in all three subjects; and above SN. A rising trend. (Value added 100.5 is above national)

KS4 data: 5+A*-C well above national and SN – a rising trend; 5+A*-C including English and maths is better and a rising trend (CVA 1002.1 is above national and SN).

'A' level data: Well above local LSC and national for average point score per student and rising trend.

: Broadly in line national, well above LSC for average point score per entry.

Absence: strong picture in both primary and secondary compared to national, and SN. 10th best attendance nationally.

Floor targets: One secondary school; 11 primary schools below in English and maths (cohorts above 10).

OFSTED inspections September 2005-December 2006:

Primary: more outstanding and more good schools than national; significantly fewer inadequate.

Secondary: more outstanding and fewer good than national; more satisfactory and fewer inadequate- overall average performance.

Special including PRU: more outstanding and good than national.

Overall: one secondary and one primary in SM (0.5%) two secondary in NTI (0.5%)

Equality of opportunity needs better development in secondary schools.

LAC

100% pre-school and 90% other PEPs now in place.

3.3% permanent exclusions (low and trend low)

83% sat 1+A*-G, 58.5% achieved 1+A*-G (better than national)

3% scored 5+A*-C – weak compared to 2005 (12%) but n.b. very small cohorts. Picture is generally strong; focus needed on 5+A*-C.

BME

70.1% 5+A*-C (national 57.2%)

57.2% 5+A*-C incl. Eng and Maths (national 90.6%)

Strong picture, rising trend at 5+A*-C.

Primary to Secondary Transfer

Autumn 2005

10 transferred to successfully to Y7
9 supported part-time in Access Groups
1 pupil stayed an extra year in Primary
5 left the County

Autumn 2006

17 transferred successfully to Y7
4 at Y7 supported in Access Groups
1 stayed an extra year in Primary
5 left the County

Attendances at Secondary school

Autumn 2005

68 attended secondary school
12 attended Access Groups

Autumn 2006

74 attended secondary school
11 attended Access Groups

School Capacity

Primary: 16.7% of schools with 25%+ surplus places (30+ places): against 13% national.

Secondary 8.5% against 7.8% nationally.

Impact of rurality on surplus places

JAR Report (December 2006)

JAR judged 'Enjoy and Achieve' as outstanding but identified weaknesses in LAC PEPs; data for special schools; a lack of available local options for recreation in some areas.

National Strategies Reports

SIP reports, both primary and secondary, have judged processes and progress as good.

National Strategies report (September 2006) judged all features good except Secondary Leadership and Management, teaching and learning both judged as 'need to improve'.

SEN AND BEHAVIOUR SURVEY JUNE 06

- Children with less significant/moderation SEN should have provision made by mainstream settings and schools at Early Years/School Action and Action Plus with support from outside agencies including local authority specialist support and outreach. 64% strongly agree.
- Children with more severe and complex SEN, for whom we continue to make provision through a statement of SEN, should have access to a range of provision including mainstream and special schools. 71% strongly agree.
- Enhanced Mainstream Schools (secondary) should be established for a small number of children with a statement for SpLD where they have long term, significant needs which are deemed to need intensive

support and individual teaching. 60% strongly agree.

- Enhanced Mainstream Schools (primary) should be established to make provision for children with significant Autistic and Speech & Language needs. 62% strongly agree.
- Establish Twinned secondary and special schools for autistic spectrum disorders. Strongly agree 60%.
- SEN special schools should cater for children with complex, severe and profound learning difficulties. Children may also have other needs such as Autistic Spectrum Conditions, Speech & Language, Sensory & Physical difficulties. 75% strongly agree.
- In areas that do not have an SEN special school within reasonable travelling distance, and where there are sufficient numbers of children with severe and complex SEN, we should seek to establish 'satellite provision', in local mainstream schools. 57% strongly agree.

Service User Feedback – Key Messages

Audit Commission Schools Survey

Under Enjoy and Achieve, of the 32 questions posed, all bar 2 are above average (educational psychology support and efficiency of statutory assessments as below average). The following are in the top quartile:

- 3.3 definition of monitoring, challenge, intervention, support
- 3.5 effectiveness in challenging school to perform better
- 3.11 support for BME, refugee families and travellers
- 3.25 notification of statutory reviews for LAC
- 3.26 accessibility of LAC's social workers
- 3.28 home to school transport
- 3.29 coordination of admissions process
- 3.31 financial information
- 3.32 support to purchase traded services

Health Related Behaviour Questionnaire

Primary: Pupils have an awareness of a range of PSHE issues; some pupils stated they do want their teachers to talk to them about drugs (34%) and growing up (22%). Need to improve the quality of PSHE (CYPP 3.1).

Secondary:

- Lessons in various PSHE subjects generally appear not so highly rated as useful by pupils in North Yorkshire than in SN.
- 66% of pupils state that their work is marked so that they can see how to improve it; only 49% of males and 45% of females state that they know their targets and are helped to meet them (CYPP 3.1)

External Evaluation/New Duties and Requirements – Key Points

- Internal Evaluations of school improvement performance by schools including SIPs (2005/06)
- Overwhelmingly positive on all issues. 93% of schools agree or strongly agree that overall the advisory service supports, challenges and helps develop our schools.
- Young People Consultation Group for Looked After Children and Care Leavers – see Objective 2.0, Part 3

PART 1 : SUMMARY EVALUATION FOR APA

OUTCOME/PLAN AREA: MAKE A POSITIVE CONTRIBUTION

4.1 Children and young people are supported in developing socially and emotionally.

Links to CYPP	Objectives 1.3, 2.3, 3.1, 4.1, 4.3, 5.2, 6.1
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Evidence of Progress 2006/7

See CYPP Reviews as above.

SEAL Area reports demonstrate impact on learning, behaviour and attendance and in one extended schools cluster this model has been extended and evaluated as an out of school club for vulnerable young people. An effective policy framework is in place to support anti-bullying activity in all schools / settings. Current performance in young children's development as measured by Foundation Stage is above the national benchmark. There are good opportunities for leisure activities (including in more isolated communities). Over 3000 young people have taken part in VIBE out-of-school activities. 81% of young people in schools engage in at least 2 hours high quality sport and PE per week. Section 5 OFSTED judgements show personal development and wellbeing of learners as well above the national average in primary and special schools. High numbers of learners are consulted regularly on a range of issues. 51.4% of schools now have Healthy Schools status. All young people requiring intensive support have personal plans in place and data recorded on distance travelled.

APA Self Evaluation Summer 2007	Grade 3
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4.2 Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives.

Links to CYPP	1.2, 1.7, 2.3, 3.2, 3.3, 3.4, 3.5, 3.7, 6.1
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Evidence of Progress 2006/7

See CYPP Reviews as above.

The number of children with complex needs being placed out-of-county has been reduced and care packages are being received closer to their own communities. An effective policy framework is in place to support anti-bullying activity in all schools / settings. LAC pupils results are improving. There has been a significant reduction in permanent and fixed-term exclusions in the area overseen by the eastern SEN and Behaviour Collaborative. Overall secondary school permanent exclusions for 05/06 were a third of 04/05. Care planning has improved in quality and rigour with more young people moving to independent living. The work of parent support advisers is evaluated strongly. Procedures for managing common assessments are now operational in a number of localities and children and young people with additional needs are gaining access to specialist services in a more integrated and coordinated way.

APA Self Evaluation Summer 2007	Grade 3
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4.3 Children and young people are encouraged to participate in decision making and in supporting the community.

Links to CYPP	2.1, 3.1, 3.6, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2
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Evidence of Progress 2006/7

See CYPP Reviews as above.

There is evidence of increased participation activity across all partners not least through the work of the VIP group and the Young People's Development Workers. There is now a much greater level of participation in meetings by children and young people and their families. High numbers of learners are consulted regularly on a range of issues. Students individually and collectively were judged to participate in making decisions that affect them in 100% of secondary schools receiving OFSTED inspections from Sept 05 to Dec 06. 51.4% of schools now have Healthy Schools status. Disabled young people are now involved in the recruitment of CSC staff (in Scarborough, linking with a local special school). Voluntary organisations have been successful in accessing national funding for youth volunteering and are being supported to promote

their services across the youth sector.	
APA Self Evaluation Summer 2007	Grade 3
4.4 Action is taken to reduce anti-social behaviour by children and young people.	
Links to CYPP	2.4, 4.4
<p>Evidence of Progress 2006/7</p> <p>See CYPP Reviews as above.</p> <p>The PAYP programme has continued in Scarborough and mobile youth work resources have been deployed across the county. Drugs and Alcohol and Behaviour Strategies in schools have been developed. A multi-agency Parenting Support Strategy has been introduced. Increased funding to the YOT has enabled the recruitment of additional core YOT Officers. A Service Manager (Prevention) has been appointed to take a strategic lead on early intervention and prevention of offending. During 2006/7 North Yorkshire achieved a 6.89% reduction in First Time Entrants into the Youth Justice System (far exceeding the target of 2.5%*). North Yorkshire Police has now published its new Youth Strategy 2007 / 2010. Prevent and Deter Panels are meeting monthly.</p> <p>*Also relevant to 4.5 below.</p>	
APA Self Evaluation Summer 2007	Grade 3
4.5 Action is taken to prevent offending and to reduce re-offending by children and young people.	
Links to CYPP	2.4, 4.5
<p>Evidence of Progress 2006/7</p> <p>See CYPP Reviews as above.</p> <p>Increased funding to the YOT has enabled the recruitment of additional core YOT Officers. A Service Manager (Prevention) has been appointed to take a strategic lead on early intervention and prevention of offending. Reduction in First Time Entrants is exceeding targets (see above). The ISS Programme targets those young people presenting the highest risk of re-offending. The rate of re-offending is improving. The establishment of 4 preventative projects across the county has had a clear impact on reducing offending and anti-social behaviour.</p>	
APA Self Evaluation Summer 2007	Grade 3
4.6 Children and young people who are looked after are helped to make a positive contribution.	
Links to CYPP	2.1, 2.2, 4.5
<p>Evidence of Progress 2006/7</p> <p>See CYPP Reviews as above.</p> <p>Outcomes for LAC are good. Key Indicators (PAF CF/C81 and CF/C63) are showing significant improvements. Strategies to support the transition of LAC and young people into adult life and economic independence are good. A wide range of alternative curriculum activities and events support their motivation and engagement. Groups are run in most parts of the county for children in care, typically between the ages of 11 and 16. As well as providing helpful peer support to each other, these groups provide important feedback on the quality of care the young people receive and suggestions for improvements. It is from these groups that DVDs have been produced about life in care, interview panels have developed (all management posts in Children's Social Care routinely include young people in the interview process), meetings with senior officers and elected members and participation in a number of multi-agency activities. It is intended that the activities of these groups will expand further with the support of the recently appointed Children's Rights Officer. Talking About Care, a regional event being held in October will include a DVD made by young people from North Yorkshire and young people will have involvement in the planning of this day.</p> <p>North Yorkshire is developing a multi-agency partnership for looked after children this summer which will include young people with care experience. In addition, we are developing a unifying looked after children strategy to improve further outcomes for children and will place children and young people at the centre.</p>	
APA Self Evaluation Summer 2007	Grade 3

4.7 Children and young people with learning difficulties and/or disabilities are helped to make a positive contribution.	
Links to CYPP	4.1, 4.2, 4.3
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>The regional SEN partnership has been involved in working in partnership with Barnardo's to develop guidance on "involving young people in meetings & reviews". This has been disseminated to schools through the SENCO network. A project led by the Parent Partnership Service (PPS) identified appropriate strategies to secure good and effective guidance for children with SEN at transition. This project was successfully piloted in the Scarborough area & has now been rolled out throughout the authority. Standards Fund was used for a joint health/education initiative to develop a training DVD for schools to help them better meet the needs of pupils with Speech & Language needs. The "Let's Communicate" DVD is currently being introduced to schools in a series of road-shows around the authority. The support service for SLD pupils attending mainstream schools is now up & running with the LA having a formal agreement with 4 special schools to deliver the service. Initial feedback is positive.</p>	
APA Self Evaluation Summer 2007	Grade 3
Overall evaluation	
<p>As can be seen above, there is consistently good performance across the range of the key judgements. There is some outstanding work. Children and Young People are active participants in decision-making processes at both strategic and individual case levels. On-going support is offered to the most vulnerable Children and Young People. There is a comprehensive range of activities that all children, including looked after children and those with learning disabilities and / or difficulties can access. Significant improvements have been made in relation to reducing anti-social behaviour, reducing offending and preventing re-offending.</p>	
APA SELF-EVALUATION, JUNE 2007	GRADE 3

PART 2 : REVIEW OF PERFORMANCE 2006/7 – MAKE A POSITIVE CONTRIBUTION

Objective 4.1 – Encourage personal responsibility

Introduction

This objective of this CYPP relates particularly to APA key judgements 4.1, 4.3 and 4.7. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 & 6 (educational functions of local authorities), 38 (duties on governing bodies) 59-66 & 70-73 (schools causing concern), 88-96 (behaviour) and 164 (miscellaneous).

Key Activities:

- Involve children and young people in schools and settings' decision making on matters which concern them (paying particular attention to those children and young people who have additional needs and/or responsibilities that make this difficult for them).
- Teach from an early stage that making choices has consequences.
- Monitor and increase the participation of children and young people with SEN and disabilities in their annual review.

Progress against Milestones

- The Health Related Behaviour Survey conducted in schools across the county has provided clear benchmarks about the involvement of children and young people in decision-making and their involvement in risk-taking behaviours. It provides clear benchmarks against which future progress may be monitored.
- Several action research projects are underway to exemplify good practice. (For example, a CYC video project involving pupils across the key stages from faith and minority ethnic backgrounds, the AST project on pupil voice in learning, a project with VIP workers and AST to strengthen the role of school councils and liaison with the new NSPCC post-holder to disseminate good practice in school councils for younger pupils.
- The Key Annual Review Monitoring System has identified that 50% of all pupils with statements of SEN participated or contributed to their Annual Reviews for their academic year 2005/6. This compares to the year one milestone of 68%, of pupils who are able to contribute. The SEN Regional Partnership, working in conjunction with Barnardo's have completed a piece of work concerning involving children & young people in meetings & reviews. Guidance & posters from this project has been disseminated to schools through the SENCO networks.

Impact:

- Very positive feedback from children and young people involved in the action research projects with qualitative evidence available. However, it is too early to ascertain a measurable impact on schools and settings.

CONCLUSIONS AND NEXT STEPS

Introduction

There are strong linkages with Objective 3.1, 3.4, 5.4. In combination good progress has been made. Year 2 focus on transition planning for vulnerable groups, and improving further the systematic use of information about risk taking behaviours.

Year 2 Milestones

- Introduce a target for 2006/7 of 85% of children with statements of SEN, where they are able to do so, participate in their Annual Reviews. Data will be available Autumn Term 2007.
- Review transition planning for CYP with LDD as part of Mini-Plan (see 6.4).
- Disseminate the outcomes of the Health Related Behaviour Questionnaire to schools and settings so that it informs the personal development programmes in schools and implements actions to achieve Year 3 targets.
- Prepare a comprehensive library of guidance collated from across the service areas for schools and settings, to enable the Inclusion Quality Mark to be achieved.
- Build a new team within Q&I sharing a renewed strategic vision for improving the personal development programmes within schools with increased capacity to advise, monitor, challenge and support.

Amendments to Year 3 Targets

- New target - 80% 2009 to achieve IQM by July 2010 (LAA).
- Reference final target re young offenders to LAA and specify 90% by 2010. (Also see 3.6)

Objective 4.2 – Improve the active involvement of children and young people in all aspects of the services provided for them.

Introduction

This objective of this CYPP relates particularly to APA key judgements 4.3 and 4.7. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in

paragraphs 1, 2 & 6 (educational functions of local authorities), 38 (duties on governing bodies) and paragraphs 164 and 165 (miscellaneous). It also relates to some aspects of the requirements under the Childcare Act 2006 particularly those as specified in sections 3 (Duties of the Partnership) and 6 (Provision of Childcare).

Key Activities:

- Encourage all organisations/agencies working with children, young people and families to implement the "Hear by Right" (HbR) standards.
- Further develop the work of the multi-agency Voice, Influence and Participation (VIP) group to ensure a co-ordinated approach across all organisations to consulting with children and young people.
- Improve the quality of service provision by the awarding of the Youth Charter.

Progress against Milestones:

- Work in relation to HbR has been slower than originally anticipated. The original discussion relating to HbR standards took place prior to the formal establishment of the CYPSP Board and new members may not be aware of this expectation.
- Whilst organisations may have agreed 'in principle' to use of the HbR standards the implications of this commitment were not fully understood. Only one of the organisations represented on the CYPSP Board is enacting a plan to implement HbR although all are committed to improving their practice of involving children and young people. However, much work has been done in raising the profile of HbR (eg with the Association of North Yorkshire Councils, CYP Overview & Scrutiny Committee, District Council Lead Officers).
- The VIP group's participation strategy and annual action plan has been approved by the Board. The group wanted to regain control and make its work more relevant to their needs. The group is now predominantly made up of young people in the Children's Services' workforce, (YPDW, Apprentice Youth Workers, Centre Development Workers, Trainees and other young people representing disabled young people, care leavers and those disaffected with learning). There will be a smaller strategic group of managers that will meet twice each year to cross reference organisations' plans and to make connections between participation priorities and targets.
- The JAR made specific reference to the lack of young people on the CYPSP Board. This has been addressed with a presentation to the Board by the YPDW and a further meeting with the DoCS to present recommendations. Two young people now attend as representatives on the Board with the option of additional young people attending as observers. The constitution is being amended to reflect these changes.
- The year one milestone of "at least 10 new agencies/settings to be awarded the Youth Charter" has been achieved.
- Young people from the Asian community in Skipton are attending the joint agency community cohesion task group. Their contribution is directly influencing the development of services in that locality (ref to JAR MPC point 3).

Impact:

There is little impact evident in relation to the implementation of HbR but there is evidence of increased participation activity with partners resulting from their involvement with the 4Youth Service, VIP group and links to the Young People's Development workers. For example:

- the appointment of four Positive Activity Development Workers to work with young people with learning difficulties and disabilities to identify their wants and needs for out-of-school activities.
- Development of the YOF/YCF through The Pioneers to create Young Money
- Events leading up to Local Democracy Week, the building of the Democracy Wall, the subsequent establishment of a Local Democracy Working Group and young peoples involvement in NYCC budget priority focus groups
- Development of Youth Forums around the County
- Young People now routinely involved on appointments panels and, in relation to the Youth Service, QA panels and "secret shopper" arrangements
- 16-19 year olds involved in a young people inspired, led and run National Conference for young people and decision makers
- Member training
- Looking at the role of the Young Peoples Champion
- Harrogate Borough Council's young people's event to inform their young people's strategy
- the development of participation strategy with CAMHS
- the involvement of young people in defining YOT priorities and establishing young people's involvement in assessing progress.

CONCLUSIONS AND NEXT STEPS

Introduction:

The yr3 target associated with implementation of HbR should be revised to better reflect the make up of the Strategic Board and to recognise that not all agencies can sign up (ie all schools, all vol sector,) and for some organisations only specific sections of it can sign up (ie the police, health). Furthermore, some work needs to be done to simplify the approach to HbR in order for it to be more accessible to organisations.

Year 2 Milestones:

- Development of Countywide CAMH Strategy to include full consultation with CYP as service users (see 1.2)
- LDD Mini-Plan consultation with service users completed with feedback on impact of their views (see 6.4).
- The CYPSP Board to have adopted "new" HbR as the framework for assessing partners standards of participation activity
- A practical, straightforward version of HbR will be developed that retains the ethos and objectives of HbR. The new version will relate to the standards set by HbR and also reflect the priorities for participation from the CYPP. The simplified version will be produced by the end of September 2007.
- The NYCC Children & Young People's Service to have implemented the "new" HbR standards to include completion of the self-assessment and implementation of action plan with targets for improvement
- At least 3 organisations from the Strategic Board to have completed "new" HbR self-assessment and to have an action plan in place.
- All organisations to have an understanding of the "new" HbR standards and to indicate to the CYPSP Board how they intend to gather their participation evidence and implement the standards.

Objective 4.3 – Encourage positive behaviour including involvement in enterprising activities.

Introduction

This objective of this CYPP relates particularly to APA key judgements 4.1, 4.3 and 4.7. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 & 6 (educational functions of local authorities) and 38 (duties on governing bodies).

Key Activities:

Develop leadership programmes that are accessible to all young people and increase the range of and participation in voluntary activities in:

- schools/settings
- youth work
- the community (through voluntary groups)

Progress against Milestones

- 70% of secondary schools include sports leadership awards as part of their provision. Young leaders are finding placements for voluntary service in primary schools and local clubs. More able leaders have completed an initial programme at Bewerley Park and are now supporting their schools in recruiting for physical activity and sports clubs in both primary and secondary schools. Training events for schools have focussed on pupil involvement and more events, including a conference to be led by the young leaders, are planned.
- The 4 Youth Service's development of both the Keyfund and Young Money projects enable groups of young volunteers to allocate funds to other funding applicants. In 2006-2007, Keyfund established 30 new projects, and worked with 115 young people. In the same period, Young Money established 100 new groups with 48 receiving funding to date. 423 young people have been involved in dealing with applications, and the number of young people reached through the projects is 4569.
- There has been increased partnership working between Millenium Volunteer providers, local Volunteer Centres and some Connexions centres. Hambleton (Northallerton) VC are in position to streamline MV delivery and existing work with young volunteers into single service delivered from one location. An improved referral system is in place between the VC and the MV provider in Harrogate resulting in increased promotion of MV to young people and increased range of opportunities available to young volunteers. The MV provider in Selby has a permanent base in Selby Connexions centre. Drop-in sessions have been run by MV providers in Connexions centres in Harrogate and Northallerton. Nationally, MV providers have been allocated continuation funding until December 2007 as an interim measure while awaiting the launch of the National Youth Volunteering Programme in January 2008. The Scarman Trust, a national charity that supports community action, has received funding from the 'v' commission for young people's volunteering to work across West and North Yorkshire, developing youth-led community projects and activities.
- Care leavers are prioritised in apprenticeship recruitment – of 6 appointed to the Youth Service, one was a care leaver. Care Leavers are involved in setting up the fourth **Talking About Care** event scheduled for

October 2007 including producing a DVD to help get across their messages. Care leavers from North Yorkshire played a key role in organising a regional conference in Leeds on 29th March 2007 in partnership with Government Office, A National Voice, National Leaving Care Advisory Service and the National Children's Bureau. A number of young people in care and care leavers attended this event with carers, social work staff, managers and elected members.

- Four Positive Activity Development Workers have been appointed to assist children and young people with LDD in special schools to access positive activities. A group of disabled young people at Springhead School were directly involved in recruiting a manager to the local Disabled Children's Services team: their participation was so successful that the school now plans to use young people in all future recruitment.
- Benchmark targets for Participation, Reach and Accredited and Recorded Outcomes for the Youth service have been met.
- All North Yorkshire Schools have now been placed in Extended Services in Schools Clusters and are therefore working towards achieving the required Core Offer by 2008 or 2010. To date 141 schools are delivering the full offer of a '**varied menu of activities**' out of school time with an additional 165 schools delivering some of this aspect of the offer. In total 47 schools are delivering the **full core offer of extended services** (all five aspects including a varied menu of activities).
- The definition of a 'varied menu of activities' includes:
 - "Catch up" and "stretch" activities; homework clubs.
 - Arts activities e.g. dance, drama, arts, crafts.
 - Sports activities (at least 2 hours per week for those who want it).
 - Other recreational activities, e.g. special interest clubs, music tuition, modern foreign languages, volunteering, business and enterprise activities, visits to museums and galleries.
- All the above activities encourage positive behaviour including involvement in enterprising activities
- 9 FTE Parent Support Advisers posts have been established to work within the Behaviour Collaboratives or Pupil Referral Units.
- Progress made in the further development of Children's Centres across the county can be found in the Capacity Building section of this review.

Impact:

- There has been an increase in number of young people participating in Positive Activities.

CONCLUSIONS AND NEXT STEPS

Introduction

Good progress made through year of major organisational changes. Year 2 gives opportunity to accelerate improvement through embedding last year's changes and introducing Integrated Youth Support Service (IYSS).

Year 2 Milestones

- 106 schools to be delivering the Full Extended Services core offer by September 2007
- Increased levels of national funding coming in to North Yorkshire to support and develop young people's volunteering.
- Increased numbers of young people volunteering in North Yorkshire (based on Yr 1 baseline)
- Baseline figure for young people volunteering in North Yorkshire Voluntary Sector calculated.
- 6 Hubs for Integrated Youth Support Service established successfully with network of outreach activity centres identified (see also 6.1 and 6.4).

Additional Key Activities

- Ensure the development of seamless integrated services between Children's Centres and Extended Schools so that children have continuity of participation in positive activities.
- Maintain links between organisations that use or support young volunteers and develop the capacity of local providers to access national funding in order to increase the range and quality of community-based volunteering opportunities.

Objective 4.4 – Reducing anti-social behaviour

Introduction

This objective of this CYPP relates particularly to APA key judgements 4.3 and 4.4. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 & 6 (educational functions of local authorities), 38 (duties on governing bodies) and 88-96 (behaviour).

Key Activities:

- Work with young people to increase the range of positive activities programmes in the County, including in isolated rural areas, so as to improve access at weekends and in major holidays.
- Identify barriers to participation and develop plans and strategies to overcome them.
- Address key risk factors including poor parental supervision, family conflict, school failure, bullying, truancy and/or exclusion from school.

- Establish multi-agency approaches to improve arrangements for consultation, information sharing, interventions and orders (including neighbourhood based joint assessment processes).
- Progress towards integrated systems of identification, assessment and early intervention to reduce offending and anti-social behaviour (incorporating evidence based measurement of impacts and outcomes).

Progress against Milestones:

- The 4 Youth Service's PAYP project has continued in Scarborough. The project has offered a programme to young people referred to the scheme (through various agencies) in each of the school holiday periods. Approximately 25 young people engage during those periods and over 35 young people have been involved in total over the year. The project was run in partnership with the Youth Offending Teams U-Turn Project which catered for the 8-13 year olds. A full programme of activities was offered from sessions tackling smoking to being involved in motor-cycle riding and maintenance. The emphasis has always been about raising self esteem and building confidence so that anti-social behaviour problems could be tackled. In addition 12 of the young people have been involved in on-going mentoring to enable their continued involvement on the scheme and offer them personal support. Workers on the project have reported that all of the young people whilst engaged in the scheme have kept themselves out of trouble and engaging at school. Young people themselves, in their evaluations, have said, "that if it wasn't for the scheme they would be kicking their heels on the streets, gambling on the machines on the foreshore, getting involved in petty crime, being a nuisance, drinking too much alcohol".
- There has been increased deployment of mobile youth work resources resulting in greater access to previous non-users. The Youth Arts Festival (including mobile skate park, recording studio and performance space) showed over 60% attendees did so for first time. There has been an increased number of mentoring programmes in schools. Rates of offending and re-offending being collected and monitored for YIP targeted cohort.
- Unfortunately, not all areas of the county achieved a summer activity programme due to youth service re-structure. (This becomes a new year 2 milestone).
- Young people have been involved in planning positive programmes of activity across the county and throughout the year. e.g. for PA4Youth; CYC events; Area planning groups. Young people's development workers and young people's participation workers have been appointed encouraging active participation with young people in developing their own services.
- Drugs and Alcohol and Behaviour Strategies in schools are in place. A parenting support strategy is being developed. Collaboratives are being developed to address behaviour and provide for excluded pupils. In 4 areas of the county (see below) multi-agency nomination and verification processes have been established to identify those young people most "at risk" of committing anti-social behaviour or becoming involved in offending -based on YJB YIP guidance and identification processes.
- Over the past 12 months key developments have been the appointment of a Service Manager (Prevention) within the YOT to take a strategic lead on Early Intervention and prevention of offending, the establishment of 2 new senior Youth Inclusion Projects (YIPs) in Harrogate and Skipton, both of which are fully staffed and operational. Additional staffing has enabled a Scarborough-based project to be re-aligned from a restorative justice project to both a junior and senior YIP, and additional staffing in Selby has enabled a Childrens Fund project to re-align to a Youth Inclusion and Support Panel. All of these prevention projects identify the most 'at risk' young people through multi-agency referral and verification processes based on the YJB's crime prevention tools. All young people engaged with the projects have an individual assessment of risk and protective factors using ONSET, which engages the young person, parents/carers, and other agencies. (Cross reference YOT APA). Data is being gathered through the YOT MIS team on rates of first time offending (county wide), and re-offending, hours of ETE and assessment start and end scores (using YJB Onset tool) for targeted young people. YOT participates in meetings with police, district councils & others to discuss and agree conditions of ASBOs and CrASBOs for young people causing significant anti-social behaviour. In Harrogate agreement has been reached that all young people being considered for an Acceptable Behaviour Contract who reside in the YIP area will be referred to the YIP and participation included in the ABC. Meetings held in Scarborough to work towards aligning the identification process for YIP and PAYP.
- The re-structuring of Youth Service delivery teams is planned for implementation from September 2007.
- The NY General Framework for Information Sharing has been adopted by all public bodies as part of the Governance arrangements for the C&YPSPB. Generic Protocol for Locality working is in place (ready for Integrated Working launch). Specific IS Protocols are in operation (eg. YIPs & PA4Y).
- The preventing homelessness inter-agency working procedures have been updated with specific reference to young offenders.
- The North Yorkshire Supporting People partnership has allocated additional resources to support vulnerable young people (16-17 years old) and in particular to ensure that entitlements are taken up by young offenders - (JAR MPC P6).
- Throughout 2006/07 as part of the national Prolific and Other Priority Offender (PPO) strategy, the YOT has implemented the Prevent and Deter strand of the strategy. Three Prevent and Deter Panels now

meet monthly to consider referrals at the Youth Justice Interventions level of this strand. All panels are well attended with key partners including North Yorkshire Police, Connexions, CYPS(Social Care and Education), and Safer Communities Partnerships. (Cross reference YOT APA).

Impact:

- It is too early to assess impact in terms of reducing anti-social behaviour but target groups of young people have been identified and agreed in the 4 YOT prevention project areas with multi-agency input and agreement. The use of the YJB Onset referral & assessment tool helps to clarify the risk factors and assist other agencies in early identification of young people at risk of offending and/or anti-social behaviour. Many young people of concern to partner agencies already have a substantive youth justice outcome and are technically ineligible for a "prevention" project as the key target is to reduce first time entrants. This is particularly pertinent to those with a reprimand who do not receive statutory intervention from the YOT.

CONCLUSIONS AND NEXT STEPS

Introduction

Good progress. More to do.

Year 2 Milestones

- Agree strategy for delivering Targeted Youth Support functions within the Countywide roll out of Integrated Youth Support Service (see 6.4)
- First stage implementation of NY Police Youth Strategy implemented.
- Develop and distribute the Inclusion Profiles to School Improvement Partners to monitor and challenge schools' key risk factors.
- Implement the second phase of Behaviour Collaboratives.
- By the end of Year 2, policies, guidance and advice will have been shared with schools around risk-taking behaviours to lead to a greater understanding of exclusion and drug and alcohol use.
- Develop, consult on and agree an action plan for bringing together preventative project activity, pooling resources and objectives as a countywide service platform.
- North Yorkshire Anti Social Behaviour Order Statement of Common Standards and Practice (formerly known as the Joint Enforcement Protocol) is consistently applied in all areas of the county.
- Levels of anti-social behaviour will be consistently recorded and reduced in the 4 areas of the county targeted by a prevention project.
- Countywide Information Sharing Protocol for all prevention of offending and anti-social behaviour activity to be completed and signed by all relevant Data Controllers. (See also 6.2).
- Summer holiday programmes will be established in all Youth Service areas.

Amendments to Year 3 Targets

New targets as follows:

- Further target work to prevent school exclusion for young people at risk of offending or re-offending.
- Reduction in rates of permanently excluded pupils across the whole County
- Reduction in the percentage of young people "Not in Education, Employment or Training" (LAA Target)
- See also Year 3 Targets for ETE and NEET under objectives 5.3 and 5.4.

Objective 4.5 – Reducing Young Offender Rates

Introduction

This objective of this CYPP relates particularly to APA key judgements 4.5 and 4.6. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 & 6 (educational functions of local authorities) and 38 (duties on governing bodies).

Key Activities:

- Reduce number of "first time entrants" to youth justice system by establishing improved structures for pre-criminal identification and intervention (see 4.4).
- Reduce re-offending rate of known young offenders, by improving delivery of YOT rehabilitation programmes and by improving social inclusion in key service areas (Education, Training and Employment, Mental Health and Drugs, Family and Housing).
- Develop a pilot programme building upon the "Connect" course currently focussed on Northallerton Young Offenders Institution.
- Develop a directory of appropriate diversionary and intervention activity countywide from partner organisation and ensure full utilisation.

Progress against Milestones:

- A Service Manager (Prevention) has been appointed to take a strategic lead on early intervention and prevention of offending.
- Two new senior Youth Inclusion Projects (YIPs) have been established in Harrogate and Skipton. These are now fully staffed and fully operational. Additional staffing has been added to the U-turn project in Scarborough, which has been re-aligned from a restorative justice project to both a junior and senior YIP.

Additional staffing has been added to the SMILE project in Selby which is being re-aligned to a Youth Inclusion & Support Panel. All of the YOT/Social Care prevention projects are identifying the most "at risk" young people through a multi-agency referral and verification process based on the YJB's crime prevention tools. All young people engaged with the prevention projects have an individual assessment (YJB – Onset) of risk factors and strengths which engages the YP, parents/carers and other agencies.

- NYCC has increased its funding to the YOT, enabling the recruitment of additional YOT core officers, two Reparation Development Officers and two Volunteer Co-ordinators. This will improve and extend opportunities for restorative justice and reparation, which as evidence shows, is successful in reducing re-offending. Funding via the Learning Skills Council has enabled the appointment in January 2007 of a new Practice Manager with specific responsibility for increasing Education, Training & Employment opportunities for young offenders. An ETE strategy is currently being developed.
- The YOT now has a small training budget and ASSET, PSR, and supervision plan training has been arranged for all core YOT officers.
- Intensive Supervision and Surveillance Programme provision in North Yorkshire targets those young people presenting the highest risk of re-offending and delivers intensive programmes of intervention. The recent HMIP Inspection reported that this provision was "good and held in high regard with strong links to other agencies, including the courts." North Yorkshire has low rates of custodial sentencing.
- Throughout 2006/07, as part of the national Prolific and Other Priority Offender (PPO) strategy, the YOT has implemented the Prevent and Deter strand of the strategy. Three Prevent and Deter Panels now meet monthly to consider referrals at the Youth Justice Interventions level of the strand. All panels are well attended with key partners including North Yorkshire Police, Connexions, CYPS (Social Care and Education), and Safer Communities Partnerships. A comprehensive level 2 & 3 Information Sharing Protocol is in place. (Cross reference YOT APA)
- The workload prioritisation policy has been reviewed with the intention to allocate all orders (resource permitting). Some specialist posts have now been filled by partner agencies, including both Health Worker posts who are accredited to undertake CAMHS assessments, and who receive clinical supervision and link management from their local CAMHS Managers. Funding has been agreed to enable the appointment of a 0.5 Health Worker post in Selby and this appointment is being progressed.
- A Service Level agreement was approved between the YOT and the PCT in May 2006, setting out the role of the Health Worker post, priorities for service delivery and which reviewed the job description. (Cross reference YOT APA)
- North Yorkshire's Young People's Joint Commissioning Group commissioned an extensive mapping exercise of young people's substance misuse services, following which a draft Action Plan has been developed. The YOT Manager is working with the Young Peoples Joint Commissioning Manager to improve provision of front-line services to young offenders who are misusing substances, re-distributing resources within the YOT and establishing SLAs with independent providers.
- YOT Service Managers are actively engaged in local DARGs across the county to ensure that the needs of young offenders are addressed. DARGs are being re-tasked in terms of front-line delivery of the Action Plan. (Cross reference YOT APA)
- The Youth Service is developing OP4U, an Outdoor Pursuits project for young people targeting the most deprived areas of the County as part of holiday schemes.
- The Connect 'On the out' project has not developed due to staffing issues. (Remains as a new yr 2 milestone).
- The work to establish a directory identifying diversionary/intervention schemes has not yet been undertaken though some of the background work has commenced such as work with Sport North Yorkshire and The Scout Movement. Also recently contact has been established on a local basis with a sporting group with the hope of developing this as a model to roll out to other Neighbourhood Policing Teams.

Impact:

- Both the North Yorkshire HMIP Inspection report and the JAR identified that the number of First Time Entrants (FTEs) to the Youth Justice System in North Yorkshire is higher than comparators. Over recent quarters there has been a slight increasing trend however during 2006/7 North Yorkshire achieved overall a 6.89% reduction in FTEs in respect of the baseline figure, exceeding the year 1 target figure of 2.5%.
- The rate of re-offending has risen over the past year, although this remains below the national average. In accordance with YJB requirements, recidivism data is now only required for 12 months (previously offending cohorts were tracked for both 12 and 24 months, with the 24 month data being provided by the YJB to Ofsted for the APA). Consequently, it will not be possible to compare the 2002/03 cohort with the 2006/07 cohort over a 24 month tracking period.
- Data collection has improved and for the first time in North Yorkshire, the 2005 cohort includes Police National Computer checks for those young people who turned 18 years of age in the subsequent 12 months. By 2007/08, we will be able to make like-for-like comparisons using comparative data.
- Comparing the cohorts tracked for 12 months in 2005 against 2004 figures, although there was an overall increase in re-offending rates of less than 1%, this was primarily due to a very small number of young

people (3) who re-offended on release from custody. The low numbers of custodial sentencing in North Yorkshire meant this represented a 50% increase on the 2004 figures. In respect of young people receiving community penalties, there was a 7.6% reduction in re-offending in 2005 compared to 2004, when tracked for 12 months. (Cross reference YOT APA)

- It is too early to accurately assess the impact of the new YIPs and SMILE. Quarterly returns are now being provided to the YJB.
- The JAR identified that evaluation of work by the U-turn project shows it has had a clear impact on reducing offending and anti-social behaviour. Parents were universal in their praise of this scheme and were able to indicate clear outcomes. The JAR also identified that outcomes from ISSP are good, with substantial reductions in frequency and seriousness of re-offending following programme completion.
- However, the Police strategy of increasing sanction detections (Offences Brought To Justice) is likely to significantly increase the number of "first-time entrants" to youth justice system and is unlikely to be counteracted by even an increased prevention programme.

CONCLUSIONS AND NEXT STEPS

Introduction

Valuable progress. Year 2 focus is to maximise opportunities created by increased capacity (some short term, some base budget) to achieve sustainable impact.

Year 2 Milestones

- Develop a pilot programme building upon the "Connect" course currently focussed on Northallerton Young Offenders Institution.
- Those young people participating in Positive Activities programmes, Children's Fund and Youth Offending Team Prevention Projects will demonstrate a reduction of offending behaviour when compared to their peers who have not participated in the projects
- Develop preventative project activity with improved partnership participation in multi-agency models of identification, assessment and intervention
- Increase number of appropriate referrals of non-offenders to YOT/Social Care prevention projects compared with 2006/7 data
- CYPSPB to consider a strategy to sustain current prevention activity and increase capacity to new areas beyond March 2008. (JAR report)
- Increase Youth Offending Team service delivery, particularly at the earlier low risk and diversionary level, as measured against YJB performance targets
- Improved services and support to young people serving custodial sentences, including robust resettlement planning
- Countywide Directory of diversionary and intervention activity in draft for consultation. (see also 4.4 re IYSS and Targeted functions)

Performance Data – Key Findings

Youth Offending Information

Trends are as follows:

- Recidivism – the rate of re-offending: generally improving (see 4.5)
- The numbers of first time entrants in the Youth Justice System: Both the North Yorkshire HMIP Inspection and the Joint Area Review (JAR) identified that the number of first time entrants (FTEs) to the youth justice system is higher than comparators and over recent quarters there has been a slight trend of FTEs increasing. During 2006/07, 145 young people received an intensive targeted intervention from one of the above four projects, with approximately 40 others receiving less intensive support as part of a wider group. During 2006/07 North Yorkshire achieved overall, a 6.89% reduction in FTEs into the youth justice system, exceeding the year 1 target of 2.5%.
- Case supervisor actively liaises with others who provide interventions: static - this takes place in all cases
- Most recent ASSET score – improvement over initial score: Currently unable to provide this information as this is not something that the Careworks database can provide a search for. Careworks are trying to resolve this.

Participation and other activity information:

Trends are as follows:

- Contact - % of young people aged 13-19 reached by publicly funded youth services: Upward trend – now broadly in line with the national benchmark.
- Ratio of FTE youth workers to young people aged 13-19: Static.

Additional Comments:

Reliable data has only been available from 2004/5 – previous data relied heavily on estimates.

Inspection evidence:

Trends are as follows:

- Childcare registration and inspection actions on the equal opportunities, special needs, behaviour and partnership with parents national standards; and childcare inspection judgements on Making a Positive Contribution:
- Childcare registration actions (low is best – an action is something that has to be addressed) we are doing better:

Equal Opportunities was 8.0%, now 2.2%
Behaviour as 3.9%, now 0.6%
Partnership with parents was 6.3%, now 1.7%

Inspection Actions (again low is best)

Equal Opportunities was 0.9%, now 0.0%
Behaviour was 0.5%, now 0.0%
Partnership with parents was 3.3%, now 0.2%

Overall therefore the trend is one of improvement.

Inspection Judgements (new – not there previously)

More outstanding and good judgements (68.2%) compared with the national average of 63.1%

Section 5 school inspection judgements – see Achieve Economic Wellbeing; Part 3

Looked after Children and care leavers data:

Trends are as follows:

- PAF CF/C18 (Final warnings, reprimands and convictions of children looked after): Now in top band – likely to be mid-range with comparators.
- CF/C63 (Participation of looked after children in reviews): Improving – currently 3 blob (1 blob last year).

Additional Comments: Improved from 53% to 88.4%.

PAF CF/C18 does not now appear in the current dataset. A robust database is now in place for CF/C63 – further improvement is anticipated with IRO implementation.

Service User Feedback – Key Messages

The Young People's Development Workers and the YOT staff recently undertook a survey targeting all

young people with whom the YOT is currently working, seeking feedback on service provision. A report was subsequently prepared by Peter Allen, Participation Officer and considered by the YOT Management Team.

Feedback comments included:

"I think the YOPT team help people more than they know." "Less stress at home when you have got someone supporting you ... it's a 100 times harder on your own!" "It can help you get back on track ... to sort your issues."

Sort-it Document – Identifies a range of priorities for children and young people and is compiled from a range of participation/feedback work by different partners

Children and Young People with LDD Cultural and Leisure Activities Out of School hours – A research document gathering the views, wishes and feelings of a target group. Identified a range of favoured activities, swimming being the most popular.

Feedback on Children's Social Care in the form of formal commendations is reported upon annually each summer. The latest reports, for 2004 / 05 and 2005 / 06 show a consistent trend of about 40 such commendations from children, young people and their families. Here are some actual examples of feedback:

"Please receive my heartfelt thanks for all you have done so far for my grandchildren...I am extremely impressed by your splendid work on their behalf." (*Children's Services*)

"thank you for all the help, support and advice that you have given me over the past few very difficult months, without your help I couldn't have done it" (*Children's Services Initial Assessment*)

"K's been absolutely brilliant. We cannot thank her enough from a family with lots of problems to a happy family." (*Children's Services Family Support*)

"Through your efforts D has been able to take up opportunities and experiences which he would otherwise not have been able to..." (*Disabled Children's Service*)

PART 1 : EXECUTIVE SUMMARY

OUTCOME/PLAN AREA: ACHIEVE ECONOMIC WELL-BEING

5.1 Action is taken by partners to support families in maximising their economic well-being	
Links to CYPP	3.5, 3.7, 5.5, 5.7 , 6.1
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>Overall good progress has been made. There has been a net increase in the overall number of new places for childcare. The development of children's centres, along with extended schools, is now part of an integrated approach to the delivery of extended services as a whole. There is clear strategic planning and good progress has been made in the implementation of Children's Centres. It has been, and is, centred on disadvantaged families and vulnerable children through Phases 1, 2 and 3. Families are supported through good integrated services (health and education) and there are effective links between childcare provision and employment through JobCentre Plus and the LSC. (JAR para 64 and CYPP 5.7). There are effective and accessible arrangements for family learning, including rural areas (JAR para 64). The children's information system (CIS) has developed and is trialling ParentDirect (see CYPP 5.7) which is facilitating up-to-date accessible information including potential benefits. JAR judged that access to training and employment for parents / carers on low income was limited by lack of subsidised childcare and this priority is now reflected in CYPP 5.7</p>	
APA Self Evaluation Summer 2007	Grade 3
5.2 Young people aged 11-19 are helped to prepare for working life	
Links to CYPP	3.2, 4.3, 4.5, 5.1 , 5.2 , 5.3, 5.4
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>Overall good progress has been made. The NEET target of 4.4% for November 2006 was surpassed with 3.7% achieved. This is the second lowest nationally. The CYPP reflects the priority to benchmark NEET for vulnerable groups (see CYPP 5.4). The provision of opportunities to develop enterprise skills including financial capability has increased with evidence from Ofsted inspections showing that in over 73% of the schools inspected between September 2005 and December 2006 has personal development and wellbeing as good or better, (the national figure is 70%) and that 68% of schools have "how well learners develop workplace and other skills that will contribute to their future economic wellbeing" as good or better as compared with 64% nationally. There is an effective and relevant 14-19 curriculum for all groups with well-matched vocational options (JAR para 63 and CYPP 5.3). The number of apprenticeships has risen (5048DE). Young people have informed and timely information, advice and guidance (IAG) and Gateway submission feedback gave positive feedback regarding the quality of IAG across the county. The 14-19 Area Wide Prospectus is being developed and will be in place by September 2007. Impact is seen through rising trends (PI 5003OF and 5004OF) (50060F), (50070F) and (50080F). CVA KS2-4 and KS3-4 have rising trends. See APA 5.3 for detail.</p>	
APA Self Evaluation Summer 2007	Grade 3
5.3 Action is taken to ensure that 14-19 education and training is planned and delivered in a coordinated way, and to ensure that education and training for 16-19 year olds is of good quality.	
Links to CYPP	3.3, 3.4, 5.1, 5.2, 5.3 , 5.5
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
<p>Overall good progress has been made. There is an effective strategy and good collaboration between partners at all levels (JAR para 63). The current structures for the North Yorkshire 14-19 strategy are being revised to improve quality assurance of impact and delivery. Strategic planning has also been improved with a more co-ordinated approach to LDD, capital plans and facilities and the workforce necessary to deliver the</p>	

<p>new diploma lines. These moves reflect JAR findings (paras 63, 65) and Gateway submissions and are reflected in CYPP 5.3. Overall there are improvements in retention, attainment and success rates with the impact of the previous Strategy being evidenced through rising trend for average point scores in schools with sixth forms (5003OF and 5004OF) and other providers for participation (5047DE), achievement (50060F), success rate (50070F) and retention (50080F). These figures are at least in line with national benchmarks and attainment measures are well above. Young people are achieving above expectation based on prior attainment - CVA KS2-4 has a rising trend with 990.3 in 2004 to 1002.1 in 2006 and KS3-4 from 986.6 to 1000.5 in 2006. The proportion of young people achieving a level 2 qualification by age 19 is well above national figures (5038LS), has a "green" grading for KPI 4 from the Government Office Progress Checks and is the highest in the region. QA and Development Planning is taking place through the Progress Checks and 15KPIs which highlight impact, need and priority at county and local level. ALP data is then used to inform planning and target resources to areas of greatest need. Satisfactory progress has been made with delivery of diplomas. One ALP will be delivering a diploma from Sept. 08 and there will be 4 more lines from Sept. 2009. (See CYPP 5.3 for more information). Good quality teaching and learning (Ofsted reports from Sept 2005 to December 2006 give 55% of schools "effective teaching and learning in meeting the full range of learners needs" as good or better with national figure of 51%. Effective action is taken to remedy poor performance – see Enjoy and Achieve CYPP 3.2 and 3.3. There are clear progression routes and a high percentage of young people who are EET (JAR pars 63, 65). There are good opportunities for work placements including vulnerable learners (JAR para 65) and the need to improve links with employers with regard to delivery of the diplomas is a priority within CYPP 5.2 and 5.3.</p>	
APA Self Evaluation Summer 2007	Grade 3
5.4 Community regeneration initiatives address the needs of children and young people.	
Links to CYPP	3.7
<p>Evidence of Progress 2006/7</p> <p>See CYPP Reviews as above.</p> <p>There is good progress in effectively using limited and specific funding within constraints (JAR para 66) and in planning to increase employment opportunities. NY figures for employment and the economic activity rate are both higher than national. There is co-ordinated planning within the North Yorkshire Learning Partnership between the LSC and the Adult Learning and Skills Task Groups to maximise resources, respond to learner and employer needs. There is a need to work more closely with employers in developing opportunities within the Gateway process and the delivery of the diplomas. This priority is reflected in CYPP 5.2, 5.3 and through the NEET Strategy Plan. ALPs continue to reflect local needs in their development plans (eg Craven and Scarborough) and through the planning of diplomas. Children's Fund focuses on localities in the lowest quartile for child poverty and deprivation so this targeted funding is being used to meet the needs in Scarborough, Catterick and Selby.</p>	
APA Self Evaluation Summer 2007	Grade 3
5.5 Action is taken to ensure that young people have decent housing.	
Links to CYPP	4.5, 5.6
<p>Evidence of Progress 2006/7</p> <p>See CYPP Reviews as above.</p> <p>Overall progress is good. Most young people live in decent accommodation. Housing for care leavers is prioritised and there has been a positive overall impact as a result of strategies. (JAR para 67) and as evidenced in 5037SC where the % of care leavers in suitable accommodation is well above national and statistical neighbours. The Homelessness Prevention Plan is a robust plan aiming to prevent the homelessness of vulnerable young people. (See CYPP 5.6) BVPI indicators, provided quarterly by each local authority on the Government's P1E homelessness returns, show positive trends across all districts in the county in terms of reducing formal homelessness. No homeless families are in B&Bs or hostels (BVPI 213) and there is a range of support for vulnerable young tenants (see JAR submission page 26). However, there continues to be a severe shortage of suitable settled accommodation for households and vulnerable young people (including young offenders as identified by JAR) to move into. These priorities are reflected in CYPP 5.6. The decrease of children living in poverty can be evidenced by indicators as reduction in demand for social care and child protection (in Scarborough, particularly Eastfield and Barrowcliffe – targeted areas).</p>	
APA Self Evaluation	Grade 3

Summer 2007	
5.6 Children and young people who are looked after are helped to achieve economic well-being.	
Links to CYPP	4.5, 5.1, 5.4
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
Progress is good. Looked after children have a wide range of alternative curriculum activities and events and there are good strategies in place to support their transition into adult life and economic independence through education and/or employment. Participation rates are good (JAR para 68). The % of young people who were looked after aged 16 and who were EET at age 19 when compared with local youth population was 0.7%, (5022SC) which is in line with national and statistical neighbours. Although this is a downward trend, figures remain in the top band. 97% of care leavers live in decent accommodation (5037SC) which is well above national and statistical neighbours figures. However, collation and analysis of the wider achievements of care leavers and strategies for increasing the number of care leavers accessing higher education are priorities within the CYPP 5.3.	
APA Self Evaluation Summer 2007	Grade 3
5.7 Children and young people with learning difficulties and/or disabilities are helped to achieve economic wellbeing.	
Links to CYPP	5.1, 5.2, 5.4
Evidence of Progress 2006/7	
See CYPP Reviews as above.	
Progress is good. The large majority of young people with learning difficulties and/or disabilities make good progress into post-16 education" (JAR para 69) and have their needs met (Audit Commission 2006). NEET figures for LDD are now benchmarked so that progress can be accurately judged. Joint planning is taking place between the LSC and FE colleges to enhance pathways for LDD, improve achievement levels (JAR para 69), and between partners to improve NEET figures and monitor access to provision. These priorities are within CYPP 5.2. and 3.4. All learners with LDD have transition plans. All statemented learners have transition plans and 96% contributed to their Reviews.	
APA Self Evaluation Summer 2007	Grade 3
Overall Evaluation	
Overall good progress has been made with improvement and development evident in key judgements. Outcomes remain strong and are improving. Planning is well-informed at strategic and local level. Vulnerable families, group and learners are well-supported with targeted resources. NEET figures remain the second lowest in the country, attainment, achievement, success rates and retention are above or in –line with national benchmarks and have rising trends. Clear strategic planning has had a positive impact on measures for childcare, housing, 14-19, homelessness and vulnerable learners as evidenced through national datasets and JAR 2006. Overall JAR (December 2006) rated Achieving Economic wellbeing as "good" (para 63) and North Yorkshire is one of the 32 LAs who achieved this so far (only 3 achieved outstanding). Government Office Progress Checks provisionally score North Yorkshire as 4/15 LAs in Yorkshire and Humberside. Priorities from both JAR and internal evaluation are set clearly within the revised CYPP.	
APA SELF-EVALUATION, JUNE 2007	GRADE 3

PART 2 : REVIEW OF PERFORMANCE 2006/7 – ACHIEVE ECONOMIC WELL-BEING

Objective 5.1 – develop independent living skills amongst all children and young people

Introduction

This objective is most closely related to APA key judgements 5.6 and 5.7 It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies) and 74-75 (entitlement to new specialised diplomas)

Key Activities

- Provide good access to relevant information on which choices can be made eg website, school, youth projects.
- Involve children and young people in decision making on matters which concern them.
- Improve access to a curriculum which supports the development of independent living skills for all children and young people.
- Improve access to courses in independent living skills for all children and young people.

Progress against milestones

- The achievements of pupils with LDD and also LAC have been successfully bench marked. Negotiations are also taking place with LSC re post 16 pathways. A pilot project for LDD post 16 pathways is being developed in the Scarborough area with the LSC. There has been a LSS Conference with over 120 delegates from all disciplines plus parents consulted on LDD Strategy 'mini –plan'. Go” for young people with LDD who are planning for transition from December 2006 has been disseminated.
- Children and young people have been involved in a Health Related Behaviour Questionnaire (HRBQ). Over 8,000 pupils were surveyed and significant data has been gathered informing the LA about the behaviours and perceptions of children and young people engaging in risk taking behaviours.
- The 14-19 Area Wide Prospectus is being developed and will be in place by September 2007. Go the guide and prospectus was disseminated in October 2006 through schools, Connexions Centres and community access points, supporting Year 11 students with Choices. It gives impartial information on post 16 choices, including a prospectus of all post 16 options in localities. It is also used by guidance professionals in group work and in 1 to 1 guidance sessions and is available on Connexions website. The Connexions website has been maintained and developed.

Impact:

- The LDD and LAC benchmarking process has been established and the LA will be able to measure progress of pupils.
- There is more focussed baseline data to set emerging priorities from HRBQ and a summary has been disseminated across LA leading to better informed planning and prioritising across key outcomes eg a new Drug and alcohol strategy has been produced by the YPJCG and resources given to CYPS to develop advice and guidance to schools on working with pupils who are vulnerable to risk taking. A joint agency group has been formed to develop this guidance. This guidance is also a key plank in the Teenage Pregnancy strategy.
- There are good examples of consultation with children and young people with learning difficulties and/or disabilities using an interesting mix of audio, video and written information (JAR 2006).
- Audit Commission 4.1 rates “the opportunities provided through your council for children and young people to make their voices heard on decisions which affect them “ as being in the 4th quartile. However, 100% of the secondary schools receiving Ofsted Inspections Sept 2005-Dec 2006, are judged to that students individually and collectively, participate in making decisions that affect them (national 99%).
- The Audit Commission also rates “the effectiveness of local services in supporting young carers to achieve positive outcomes“ as very good (5.4).
- JAR 2006 states that strategies to support the transition of looked after children and young people into adult life and economic independence are good. A wide range of alternative curriculum activities and events support their motivation and engagement.
- Ofsted data (Sept 2005 – December 2006) gives the personal development and wellbeing of learners as 90% good or better and 36% as being outstanding. This is above national figures at 85% for good or better and 26% for outstanding. (Please see Section 3 for detail).

CONCLUSIONS AND NEXT STEPS

Introduction:

There has been a more focussed approach to vulnerable groups (LDD and LAC) resulting in a more co-ordinated strategy in driving improvements eg LDD mini plan, post-16 progression.

Year 2 Milestones

- Risk taking guidance in all schools supported with training in place
- Implementation of Drug and Alcohol Strategy and monitoring arrangements in place

- Continued establishment of vulnerable children benchmarks (see 5.2)
- LDD post-16 pathways further developed with post 16 providers (JAR)
- NEET Period 1 November 2007 to 31 January 2008 = 4.5% (4.4% LAA stretch)
- 'not known' NEET will not increase above 3.5%.

Amendments to Year 3 Targets.

Add the following new targets:

- Reduction in pupils engaging in risk taking behaviours – as benchmarked by the second Health Related Behaviour Questionnaire
- All LDD and LAC have choice in a post16 pathway
- Reduction in the % of LDD and young offenders who are NEET(to be 90%)
- NEET Period 1 November 2008 to 31 January 2009 = 4.2%(4.1% LAA stretch); 'not known' will not increase above 3.5%

Objective 5.2 – equip all young people with the employability skills and motivation to achieve economic well-being

Introduction

This objective is most closely related to APA key judgement 5.2. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies), 74-75(entitlement to new specialised diplomas) and 100-101 (exclusions and the requirement for schools and Las to provide alternative education from the 6th day of absence)

Key Activities

- Improve Personal Development curriculum to support the development of confidence and self esteem.
- Provide opportunities to develop enterprise skills including financial capability.
- Improve Skills for Life (literacy, numeracy, ICT, language).
- Improve the local provision for learners with learning difficulties and/or disabilities.

Progress against milestones

- Evidence from Ofsted inspections (see impact) show that in over 73% of the schools inspected between September 2005 and December 2006 has personal development and wellbeing as good or better. The national figure is 70%
- The HRBQ (see 5.1) also provided baseline data and recommendations followed. There was a conference in March 07 to disseminate information. It included workshops on improving quality of PSHCE in schools. Key partners were invited. PSHCE secondary co-ordinator network meetings were established in January 07. A Healthy Schools Consultant appointed Sept 06
- There is programme of support on assessing, monitoring and evaluating PSHE in schools, including core training and PSHE co-ordinator network training. There is also a programme of schools based support by Citizenship Advanced Skills teacher (AST) who are schools council UK trained. There have been 7 half day sessions from September 2006 – March 2007
- There was a school council workshop for schools attending Local Democracy week training day on 19th September 06 and a school council workshop for schools on establishing and sustaining the pupil voice at Personal Development Conference on 7th March 07. 7 secondary schools (including 1 special school) working in a LA / Connexions project 2006-7 to promote the student voice and there is also a LA Political Literacy Citizenship resource pack and associated training disseminated to all secondary/middle schools
- There are differing approaches and stages of development across the County with regard to Youth Councils or Forums. There are developing forums in Selby, Ryedale, Richmondshire and the possibility of Young Scrutineers is being investigated.
- Throughout the last calendar year, the Enterprise Advisory Service supported schools with the delivery of enterprise education in 128 secondary and primary schools, delivering approximately 37,500 interventions with students across the key stages through workshops, challenges and competitions that raise awareness and understanding of enterprise, entrepreneurship and finance. In addition, 7 enterprise-related professional development days for school enterprise co-ordinators have been held. These attracted a total of 43 teachers. 17 schools have been supported with carrying out enterprise audits that establish where and how enterprise is being delivered throughout the secondary curriculum. The Enterprise Advisory Service has been offered in partnership with Tadcaster Grammar School, the county's "Enterprise Hub" school.
- A new stream of funding from the 'Northern Way' Programme (totalling £254k) has encouraged 26 secondary schools to draw up action plans for embedding sustainable Key Stage 3 enterprise activity into the curriculum.
- Within SETPOINT North Yorkshire is rolling out a programme of STEM interventions as a result of a new contract with Yorkshire Forward (value £750,000 for York and North Yorkshire). One aspect of this work involves drawing up action plans with nine secondary schools that have issues relating to one of the "STEM" subjects (Science, Technology, Maths and Engineering). The action plans will initially focus on CPD, but may in time incorporate interventions directly targeted at students and their parents.

- The re-structuring of Youth Service delivery teams is planned for implementation from September 2007 (see 4.4)
- Please see impact for NEET figures
- The LSC is reviewing post-16 learning for LDD and working closely with the post-16 sector to improve the current situation. LSC Pathfinder funding has been allocated to two projects in North Yorkshire to support this process. Further support is being sought.
- Opportunities for young people with learning difficulties and disabilities for progression, training and work are benchmarked - a LSC regional mapping exercise/needs analysis for post 16 provision has been planned across Yorkshire and Humber. This will be followed up by specific actions to tackle gaps. LSC North Yorkshire is facilitating partnership working between FE colleges to look at local issues and how provision can be developed and other barriers overcome.

Additional progress against Year 3 targets

- KS3 curriculum pilots are taking place in 10 schools, 5 of which have higher deprivation and 3 of which are small rural schools. 5 of these schools are using Personal Development as their main "lens", 5 are using the Skills lens.

Impact:

- There is an improved baseline dataset from HRBQ with the summary report being disseminated across LA to share PHSCE priorities and inform school/LA planning. There are an increased numbers of schools achieving healthy schools status (now 51.4%) which reflects a higher number of schools with a planned programme of PSHCE. Support is more targeted and a higher level of support has been given to schools especially in Selby. 18 more schools are represented in Certification of teaching of PSHE 2006-7 programme
- Ofsted judgements for personal development are above national or in-line (see Section 3)
- Only 32% of pupils across secondary schools think their view and opinions are listened to. Student voice is stronger in KS3 than KS4 (HRBQ)
- Schools that have carried out Enterprise audits have a clear baseline of where and how the Enterprise entitlement is being delivered across the curriculum, and can use this to support strategic planning. The audits also assisted many of the schools that have accessed the Key Stage 3 Northern Way funds, by enabling them to clearly articulate their baseline position and how this could be further developed
- The Not known for NEET was 2.1% in November 2006, well below 5% and the NEET target for 16-19 year olds for November 2006 of 4.4% was met with 3.7% achieved
- The large majority of young people with learning difficulties and/or disabilities make good progress into post-16 education (JAR 2006) and the Audit Commission 2006 puts "the effectiveness of the council in meeting the needs of learners with LDD" as good (in the second quartile)
- The Youth Charter has resulted in increased focus by providers on how services look, feel and react to young people. The Youth Charter is not guaranteed and is only awarded if deserved and therefore helps to raise standards.

CONCLUSIONS AND NEXT STEPS

Introduction

The provision of opportunities to develop enterprise skills including financial capability and more strategic planning resulting from the HRBQ.

Year 2 Milestones

- Personal Development used as an organising principle for delivery of KS3 curriculum through subjects and measure impact of KS3 pilots
- Schools offer Diplomas on Functional Literacy and Numeracy pilots
- Increased opportunities for young people with LDD for progression, training and work that are benchmarked (JAR)
- Improved links with employers (JAR) (LSC)
- Student Voice continued to be developed in schools
- NEET benchmark in place for LDD, young offenders, and other vulnerable children (Connexions)
- Implementation of KS4 Engagement Project
- Young people requiring intensive support plans achieve positive outcomes and are EET
- All young people with LDD have a progression plan describing the range of opportunities and support to enable them to access EET
- Enterprise policies developed in all schools
- 'not known' NEET will not increase above 3.5%.
- NEET for Period 1 November 2007 to 31 January 2008 = 4.4% (LAA stretch target)

Amendments to Year 3 targets

Remove 2nd, 5th and 6th targets and add the following new targets:

- Decreased numbers of pupils with learning difficulties and disabilities who are NEET (see 5.1)
- NEET targets PI 2 (LAA stretch target) - Period 1 November 2008 to 31 January 2009 = 4.2% (4.1%), Period 1 November 2009 to 31 January 2010 = 3.9% (3.6%) and Period 1 November 2010 to 31 January

2011 = 3.6%

- Retention targets for 17, 18 and 19 yr olds. (PI3)
- Increase percentage of primary, secondary and special schools in achieving Basic Skills Award

Objective 5.3 – extend the range of choices for all learners within education, training and employment

Introduction

This objective is most closely related to APA key judgement 5.3. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies), 74-75(entitlement to new specialised diplomas) and 100-101 (exclusions and the requirement for schools and LAs to provide alternative education from the 6th day of absence)

Key Activities

- Implement 14-19 Strategy – Putting the Learner First.
- Increase participation in work-based learning opportunities and provide opportunities to gain experience of the workplace.
- Develop a co-ordinated database to improve the tracking of learners, particularly in Years 12 /13 with regard to destination and progression.

Progress against milestones

- Work-based learning numbers in 2006/07 numbers have stabilised and are close to planned numbers. The current commissioning process will provide a real challenge in securing quality provision in the right locations in a rural area. There is not, as yet, sufficient information on work-related learning but the number of learners undertaking apprenticeships has risen. (See impact)
- Progress is mainly structural, but there has been positive change within Harrogate, North Yorkshire Coast area and Hambleton. Some funding is being distributed in relation to need whether for courses, transport, special needs based on locally made decisions within the criteria set by the development planning framework. Areas are putting the learner first and creating an area perspective. However, the impact of the partnerships is now being evaluated with a focus on whether provision, access and achievement have been significantly improved and will also be related to the 15 PIs
- A data analyst was employed to improve data tracking and develop a co-ordinated database. Year 11 destination data has been collected and with a detailed analysis was disseminated to partners in January 2007. Year 12 and 13 data was collected and the analysis shared in March 2007.
- The North Yorkshire Putting the Learner First strategy has been implemented through costed ALP 14-19 Task Group Plans. There are also county wide initiatives in CPD, e-learning. Collaboration and partnership activity was graded 'green' against DfES 'progress checks' in Jan 2007. These Plans identify a work-based learning curriculum need via a curriculum and skills audits. ALP wide planning groups are in place, with the emphasis on planning for the 14 specialised diploma areas and going through the Gateway process. Planning is building on existing specialisms.
- The 14-19 ALP Development Plans and the associated funding are monitored termly through being part of the LSC Contract review process and structures are currently being revised to improve monitoring of development of, and access to, provision. (JAR Action Plan)
- See Impact for NEET figures

Additional Progress against Year 3 targets

- The Putting the Learner First Strategy is currently being revised. It will have a clearer and stronger focus on the monitoring of the impact of funding and resources on provision, access and achievement
- Work has been undertaken to prepare the ALPs in going successfully through the Gateway Process. See impact
- 14-19 provision and standards is monitored twice yearly through the Government Office Progress Checks and the 15 PIs

Impact:

- Provision has improved in many areas of North Yorkshire and overall the region scores highly in Progress Check PIs – green in PIs 1-8(quantative) and green amber in PIs 9-14 (qualitative). Rising trends in PI 1, 4, 5 (all LAA targets). 2.1% unknown target was achieved (November 2006). Rising trend for average point scores in schools with sixth forms (PI 5003OF and 5004OF) and other providers for achievement (50060F), success rate (50070F) and retention (50080F). CVA KS2-4 has a rising trend with 990.3 in 2004 to 1002.1 in 2006 and KS3-4 from 986.6 to 1000.5 in 2006
- The development of vocational options is gaining momentum, with an increasing number of young people making appropriate choices (JAR 2006). Area based curriculum planning is happening and curriculum breadth is increasing. There is a wider range of new courses across county e.g. in Craven area between 2004/5 and 2006/7 the number of vocational courses and learners has doubled. In Selby 22 shared vocational courses are now on offer. Collaboration and partnership activity was graded 'green' against DfES 'progress checks' in Jan 2007. The breadth of curriculum provision was graded green / amber. Ryedale and Craven are strong, as reflected in the lowest NEET figures. Hambleton, Selby and

Scarborough have the highest NEET figures (December 2006). One ALP (Ryedale) is able to offer Creative and Media from September 2008, four more are able to offer other diploma lines from September 2009, therefore broadening vocational choices in five of the seven ALPs

- The Audit Commission 2006 rates “the effectiveness of the provision for 14-19 education in meeting local needs” as being in the top quartile, an improvement on 2005
- Work based learning impact is not yet evaluated. It is necessary to show impact as it a significant part of the evidence to demonstrate growth of applied and vocational courses. It will become a key monitoring statistic
- The number of learners undertaking Apprenticeships has risen from 335 in 2004-05 to 519 for 2005-06 (5048DE)
- Improved data tracking and analysis, for groups and individuals (eg NEET) has meant that Area Learning Partnership data can be used to inform planning and target resources to areas of greatest need
- The NEET target of 4.4% for 16-19 year olds was met and surpassed in November 2006, being 3.7%

CONCLUSIONS AND NEXT STEPS

Introduction

Provision has improved in areas of North Yorkshire and overall the region scores highly in Progress Check PIs. These PIs give a co-ordinated and consistent approach to outcomes across the region and also ALPs. ALP data can be used to inform planning and target resources to areas of greatest need.

Year 2 Milestones

- Revised structures in place for Putting the Learner First with clear roles and responsibilities with regard to monitoring (QA), particularly at strategic level (JAR)
- Overall strategic approach taken to Raising Expectations and reduction of NEET figures
- Strategic approach to facilities and capital projects, implementation of 14 diploma lines taken at strategic level
- Increased number of diploma lines offered across the ALPs
- Impact of funding on provision and PIs measured
- Development of, and access to, 14-19 provision monitored (JAR)
- Resources and funding targeted so that rural learners access a wider choice of provision including through travel
- Resources and funding targeted so that learners with LDD access a wider choice of provision and improve achievement post-16 (JAR)
- Progress and achievements of LDD, LAC, young offenders, care leavers and other vulnerable groups monitored and their access to provision monitored (JAR)
- Increased number of care leavers accessing Higher Education
- ALPs supported as they bid for additional diploma lines and apply to go through the Gateway process including capital, facilities, employer and workforce elements
- Strategies for working more strategically with work-based learning providers considered and in place (JAR)
- Impact of work-based learning and work-related learning to be evaluated
- Shared KPIs agreed for Government Office Progress Checks
- Strategies for reducing variability of NEET across the ALPs in place and highest NEET ALPs targeted.

Amendments to Year 3 Targets.

- New Target - Variability of NEET figures across ALPs reduced
- New Target - Clear evidence that funding has impacted positively on provision, access, NEET figures and achievement
- Amend 3rd target to read - Retention and progression targets met at PI 1, 2 (also LAA targets) and PI 3
- Amend 4th target to read - Significant increase in the proportion of post-16 students reaching level 2 and 3 by the age of 19. (LSC) PI 4,5 (also LAA targets) including increase in number of LDD making good progress

New Key Activity

Implement 14-19 Delivery Plan (NYCC Quality & Improvement/Learning & Skills Council)

Objective 5.4 – ensure that all young people have access to impartial, high quality information, advice and guidance at all key transition points

Introduction

This objective is most closely related to APA key judgement 5.6 and 5.7. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), and 38 (duties on governing bodies) and 12&13 (information and advice service to parents, including those of disabled children and information, advice and training for childcare provider)

Key Activities

- Develop One Stop Shops and a holistic approach to Information, Advice and Guidance.

- Provide all learners, especially care leavers with access to a broad range of careers advice.
- Provide teenage parents with advice to enable them to return to education, employment or training.
- Develop schools' responsibility to provide impartial advice.

Progress against milestones

- In 2006/7 Connexions Centres (4 including in partnership with the voluntary sector Connexions@YMCA) were developed, young people and partners being actively involved. Connexions Personal Advisers are working with teenage parents plus a new county strategy for a Teenage parents programme in place April 2007, also active promotion of Care 2 Learn. All Connexions 14-19 managers have undertaken the CEG certificate course. Local area IAG plans being developed by Connexions 14 – 19 Managers and IAG subgroups being established to support National Standards for IAG on publication in June 2007.
- There are also Connexions Access points in schools and colleges supported by Connexions Resource Initiative fund, they provide impartial IAG. The Initiative fund is available again in 2007, ensuring the provision of impartial information
- 100% of Schools and Colleges have agreed Partnership Agreements to support the delivery of IAG. Access has been enhanced through year on year additional Connexions Personal adviser days allocated to schools eg 2004/2005 additional 10% from 03/05 and 2006/2007 further additional 5% on 04/05. Information provided through schools to Year 11 students GO! The Guide and prospectus of post 16 learning opportunities for young people. There is an INSET programme available for teachers and school staff e.g. introduction to careers, make it real development of Progression Packs, linked to Special Diplomas, are under development. CPD planned linked to Progression pack are being issued.
- Partnership Agreements also include needs analysis and provide planning for vulnerable young people including young people with LDD and young people in care. They also identify a teacher with responsibility for LAC to enable planning of support to LAC
- Parents/carers leaflet has been developed and is to be disseminated through parents evenings, Connexions centres. Transition packs have been developed for young people with LDD. NY 14 – 19 Area Wide prospectus is under development for September 2007 (see 5.1 also). This will have a portal for students, schools, parents and carers, employers
- To date 5 schools have received Quality standards accreditation since 1 April 2006
- Youth Charter has been promoted by Young People's Development Workers with 11 Awards in 2005/06 period eg 'The Cabin' NSPCC Selby, The Dales School, Northallerton College and Skipton Hospital Young people's sexual health service. (See 5.2 for further Detail)
- The number of 16-18 year olds participating in learning has increased (see Impact)

Impact:

- HRBQ sets a baseline of 56% of pupils stating that their school prepares them for when they leave the school.
- The participation rate to higher education has increased to good levels overall (JAR 2006)
- The improved IAG has led to NEET reducing to 3.7% (Target 4.4%) and Not known 2.1%. Also, school 6th Form participation in the LA area has risen from 5907 in 2004/05 to 6046 in 2005/06 and then to 6215 (Sept 2006 Pupil count) in 2006/07. From 2005/06 to 2006/07 is an increase in 3%.
- Strategies to support the transition of looked after children and young people into adult life and economic independence through education and/or employment are good. A wide range of alternative curriculum activities and events support their motivation and engagement. This has led to good participation rates by looked after young people and care leavers in education, employment or training (JAR 2006)
- 68% of care leavers are not NEET, (5022SC), which although a reduction from 05-06 is still in the top band and is above national figures and the Audit Commission 2006 puts "the effectiveness of local services in supporting young carers to achieve positive outcomes" in the second quartile
- The Audit Commission 2006 states that the "monitoring the progress of learners with LDD" is good (second quartile)
- The Youth Charter has resulted in increased focus by providers on how services look, feel and react to young people. The Youth Charter is not guaranteed and is only awarded if deserved and therefore helps to raise standards.

CONCLUSIONS AND NEXT STEPS

Introduction

Good progress has been made. Most significant steps have been development of One Stop Shops and agreed strategy for new Integrated Youth Support service. This will further develop young people's centres within the integrated services locality areas with a holistic approach to IAG. Good progress also with provision of advice to teenage parents through the NY County strategy parents programme to enable them to return to education, employment or training

Year 2 Milestones

- Review of the current MI system arrangements which has the capacity to link into CAF and Child Index taken place (within the context of Connexions Transition)
- 0.5 FTE Personal Adviser through the YOT to help improve the progression of young offenders into EET

developed

- Current Connexions arrangements for the support of young people Leaving Care reviewed
- Period 1 November 2007 to 31 January 2008 = 4.5% NEET (4.4% with stretch – LAA)
- Systematically collate and analyse the achievement of care leavers including their broader achievements through wider curriculum opportunities (JAR)
- Appropriate advice given on future opportunities related to skills shortages and labour market opportunities

Amendments to Year 3 Targets.

- Merge 1st and 2nd targets
- Remove 4th target

Add three new targets:

- NEET targets PI 2 (LAA stretch target) - Period 1 November 2008 to 31 January 2009 = 4.2% (4.1%), Period 1 November 2009 to 31 January 2010 = 3.9% (3.6%) and Period 1 November 2010 to 31 January 2011 = 3.6%
- Number of 'not known' will not increase above 3.5%. (Currently 5% target)
- Improve on 56% baseline of the Health Related Behaviour Survey Summer 2006 in young people stating their school prepares them for when they leave school

Additional Key Activities

- Provide all learners, especially care leavers and those who are vulnerable or have complex needs with access to a broad range of high quality careers advice and benefit from rigorous referral systems (JAR) (Connexions)

Objective 5.5 – improve access to services for all children and young people

Introduction

This objective is relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies), 77 (free transport to disadvantaged pupils), 78-80(powers to establish pilot travel schemes in pathfinder LAs) and 76 (prepare and publish a sustainable school travel strategy)

Key Activities

- Ensure that the needs of children and young people are central to the planning of publicly available transport in North Yorkshire
- Develop strategies for responding to challenging behaviour and other issues preventing children and young people accessing home to school transport.
- Develop E-learning as a strategy to improve access to education, training and guidance.
- Improve transport to school for disabled children.

Progress against milestones

- Local transport planning (LTP) is implemented through Service Centre Transportation Strategies. This is also considered as part of the 'Area Review' process when home to school transport is reviewed. Transport needs of children and young people are covered in area reviews on a four year cycle.
- Availability of public transport is considered at the Area Review. NYCC is currently preparing a Sustainable Travel Strategy to be published in August 2007. This is a requirement of the Education and Inspections Act 2006. Transport will be considered as part of Fair Access and Managed Moves policy. It is already operating in Scarborough, Whitby and Ryedale. It is due to be rolled out across the county and there is currently consultation on a draft policy "In Year Fair Access Protocol".
- Some of the Extended Schools partnerships have transport set up funded through the Extended schools budget. The Sustainable Travel Strategy will look at ways of enabling access to Extended schools and to some of the requirements of the 14-19 agenda.
- There are currently 8 young people on the Wheels to Work programme. Student Support have worked closely with Rural Transport Partnerships to support the scheme
- E Learning policy/guidelines have been developed collaboratively across the LA and ALP groups. E Learning Strategy was launched successfully
- It is planned, this year, that the Behaviour Service will advise schools on completing Risk Assessments for all pupils with a Statement of SEN for emotional /behaviour needs who travel to school by taxi or other public transport. The current Behaviour Transport Policy is being updated to include new guidance to schools on handling poor behaviour outside schools and on school transport (Education and Inspections Act 2006). ESWs already respond to families with particular behavioural issues that impact on transport. Behaviour Support Service is now training operators and drivers in de-escalation procedures.
- Work undertaken to check NYCC transport arrangements follow DfES guidance: A draft policy and operational guidance notes has been prepared for Home to School travel for pupils requiring special arrangements. Regular reviews of transport for pupils attending special schools are undertaken. All transport procured by agreed Most Economically Advantageous (MEA) tendering process to ensure only approved contractors are used. All drivers and passenger assistants on SEN (and other) contracts now CRB checked

Impact:

- The Audit Commission 2006 found that “the effectiveness and reliability of home to school transport” was very good and an improvement from 2005.
- The work with ESW service has meant that some of the more problematic ‘serial’ bad behaviour pupils have stopped or moderated their poor behaviour on transport. It is too early to evidence this as data is still being collected. However there is anecdotal evidence to suggest that, whilst bad behaviour from some more challenging pupils has not stopped it has been moderated. Individual case studies can back this up.
- Risk Assessments are in place to safeguard pupils, teachers and members of the public
- E Learning working groups are in operation in most of the ALP areas. E.g. Richmondshire are tendering for a project co-ordinator to move E learning agenda forward across the collaborative. E Learning conference at which some of these groups presented their work took place – evaluations were positive
- Transport to school for disabled children has been improved. Each child is assessed individually and most now have care plans in place that are specific to transport. Any passenger assistants that are employed to administer medication or because of a need for medical intervention are employed direct by NYCC and trained by the relevant PCT

CONCLUSIONS AND NEXT STEPS**Introduction**

- Strategies for responding to challenging behaviour and other issues preventing children and young people accessing home to school transport have been developed with ESW service involvement.

Year 2 Milestones

- Feasibility of providing young people’s travel cards across North Yorkshire examined.
- New Website <http://www.northyorkstravel.info/> which gives information on public transport, includes timetables and plan my route function and school transport information introduced
- Production of Sustainable Travel Strategy with the transport of young people in particular with relation to the Extended Schools agenda and 14-19 agenda included
- Sustainable travel strategy in place to enable children and young people to make informed choices on how to travel to school
- LTP2 review confirms improvement in transport availability
- School transport Behaviour Policy rewritten
- Work done with the strategic partnership in the Richmond area on Community Safety for dealing with poor behaviour on school transport is rolled out across the County

Amendments to Year 3 Targets

Add the following new targets:

- The Local Transport Plan (preparation 2010, publish 2011) considers the Sustainable travel strategy, the requirements of extended schools, 14-19 agenda and access to schools as high priorities
- E-learning raises achievement and increases access to and participation in education and training.

Remove the 4th, 5th and 6th targets

Objective 5.6 – ensure that children and young people are living in decent, secure affordable homes and have appropriate support**Introduction**

This objective is most closely related to NYCC APA key judgement 5.5 and relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies),

Key Activities

- Assess the current situation and identify the key priorities across North Yorkshire.
- Review the joint working arrangements and implement new arrangements between the 7 District Housing Authorities NYCC and VOC and Social Housing providers - for children and young people who are homeless or who are at risk of becoming homeless.

Progress against milestones

- The Homelessness Prevention Plan has been completed. This has been approved by the Chief Housing Officers Group and endorsed by the C&YPSP Board. As a consequence the “Supporting People” Partnership has allocated additional resources in their development plan and aim to commission additional preventative services for young people (16 & 17 years old) and other vulnerable groups (including offenders and travellers). Resources to implement investment priorities in the HPP have been requested as part of the North Yorkshire 2008-2011 sub-regional investment submission to the Regional Housing Board. However confirmation and approval will not be known until late 2007
- New working procedures and information sharing protocols have been produced and consulted on. They are currently with the Chief Housing Officers for final approval.

Impact:

Audit Commission commended the HPP (Inspection autumn 2006).

- BVPI indicators, provided quarterly by each local authority on the Government's P1E homelessness returns, show positive trends across all districts in the county in terms of reducing formal homelessness presentations and acceptances of full statutory housing duty as a result of the implementation of increased homelessness prevention activity by all authorities. However, numbers of homeless households in temporary accommodation have remained relatively static over the last 12 months as there continues to be a severe shortage of suitable settled accommodation for households to move into.
- It is too early to assess the impact of the new protocols and procedures as they have not yet been implemented.

CONCLUSIONS AND NEXT STEPS

Introduction

- The Homelessness Prevention Plan was completed and commended by the Audit Commission.

Year 2 Milestones

- County-wide Homelessness Strategy produced
- Systems for sharing best practice and providing peer support are under development
- Front-line staff and managers are receiving joint training (best practice, protocols and procedures)
- All families to have access to mediation schemes to prevent homelessness
- Improved availability of suitable, safe accommodation for vulnerable groups (eg care leavers, ex-offenders, families with dependent children).

Amendments to Year 3 Targets.

Remove 2nd and 3rd targets and replace with insert following additional targets:

- Reduction in the number of dependent and expected children, staying in bed and breakfast or hostel accommodation.
- Reduction in the number of households with dependent or expected children placed in B&B or Hostels.
- Reduction in the numbers of 16-24 year olds accepted as homeless.
- Reduction in the number of single non-dependent 16 to 17 year olds accepted as homeless placed in B&B.
- An increase in the levels of supported accommodation (including supported lodgings) for 16/17 yr olds available county-wide.
- Reduction in the number of care leavers aged 18-20 accepted as homeless.
- Lower number of children living in poverty
- Housing support is available to all households accommodated under homeless legislation

Objective 5.7 – improve access to and take-up of childcare in all North Yorkshire communities

Introduction

This objective is most closely related to APA key judgement 5.1. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies), 3 (integrated services facilitate access and maximise benefits), 3 (sufficient childcare), 8 (assistance to local childcare providers), 11 (childcare audit every 3 years) and 12&13 ((information and advice service to parents, including those of disabled children and information, advice and training for childcare provider)

Key Activities

- Further develop services for very young children and their parents to ensure a greater degree of equity and comprehensive coverage across the County.
- Promote provision of new childcare places where needed, particularly through Children's Centres, Extended Schools and childminders.
- Implement Sustainability Strategy to minimise loss of established childcare places and ensure the continuing viability of new places.
- Improve information and guidance to parents regarding the availability of childcare, of benefits to enable childcare to be taken up and about training opportunities.

Progress against milestones

- Children's Centre Steering Groups, led by the Children's Centre Managers, are organising a range of events for children and families at which views of parents and carers, on service priorities for their area, are gathered. This feeds into the individual Children's Centre Development Plan. All centres are working towards a target date of December 2007 for services to be sufficiently established to achieve designation
- CIS launched ParentDirect which enables parents to be given advice on balancing work and childcare, an estimator which allows staff to provide an estimate of the potential benefits a parent might receive. A pilot project with staff at Scarborough Sure Start being trained to offer CIS services has just taken place and will be trialled in other centres. CIS & JobCentre Plus are working together to address their presence in the smaller Children's Centres and a number of warm phones have been introduced. Regularly updated childcare information is being provided systematically through both schools and extended schools clusters.
- Support has been provided to potential childcare providers on request. Extended Schools Co-ordinators

have successfully encouraged schools to set up breakfast clubs. New full daycare provision opened up in the Filey & Brotherton Children's Centres. Full daycare has yet to be established at the Phase 1 Children's Centres in North Craven and Scarborough. 2 options are under consideration for Scarborough, which should be resolved by September 2007. North Craven has been put out to tender unsuccessfully twice and alternative proposals are being drawn up with a start date of January 2008. Phase 2 centres will not create new places but will incorporate good quality private and voluntary sector provision under a service level agreement. This will be part of the programme of services to be in place for December 2008.

- £100K was shared between the Neighbourhood Nurseries to ensure the retention of childcare provision in disadvantaged areas. The associated contract contained a clause requiring them to offer a place at no cost to a parent requiring childcare to attend a job interview.
- CYP Finance have implemented a successful Business Support Strategy that sets new settings off on a secure footing. The EYDCP agreed a sustainability package which is offered to daycare settings and has recently agreed a similar package for childminders.

Additional progress against Yr 3 targets

- Strategic Services has restructured to create extended services staff within integrated service teams under the direction of an Integrated Service Manager. This will give a more local focus to early years and childcare support
- The role of the Q&I Early Education Consultants has been revised to encompass the children's centre teacher role and in the established centres
- A small number of practitioners successfully undertook the pilot Early Years Professional qualification and a second cohort is currently undergoing assessment and in conjunction with Leeds Met, 2 Foundation Degree courses have been run internally
- Children's Centre capital project work is currently at planning permission stage and the outcomes should be known in June
- NYCC is developing a standard premises charges policy for childcare providers which will enable settings to be more sustainable, particularly in children's centres

Impact:

- Good childcare services strategies ensure sufficient day care provision is available to enable parents and carers to work (JAR 2006).
- In the 9 months between April 2005 and December 2006, there has been a net increase of 33 childminders, 19 full daycare providers and 10 out of school clubs; adding an additional 32 providers, offering 247 places. This is a 3.5% increase. (Ofsted Early Years Profile February 2007)
- Since April 2006 Ofsted has registered 75 childminders, 4 day nurseries, 1 preschool and 5 out of school clubs totalling over 543 new places. In the same period 49 childminders, 2 day nurseries, 3 preschools and 2 out of schools have closed, totalling 491 places – an increase of 52 new places. (CIS)
- Childcare place per 100 children has risen from 13.4 in March 2005 to 18.5 in March 2007. This is above regional and national averages and is the 3rd highest in the region.
- 9 settings that would have closed have been retained through the provision of sustainability funding; providing 104 OOS places, 50 Preschool places and 38 daycare places which would otherwise have been lost.
- The revised role of the Q&I Early Education Consultants has enabled them to initiate specific activities to raise the quality of provision.
- Full use has been made of the opportunities offered through the Transformation Fund both to enable settings to recruit and/or employ a graduate to lead the curriculum and to support practitioners in attaining vocational qualifications.
- Progress in the development of children's centres in disadvantaged communities is good, with good examples of well integrated services including family support, health, employment advice through Jobcentre Plus advisors and education courses (JAR 2006)
- 11 Children's Centre Managers have been appointed
- Take up of Working Tax Credit is 16%, 4th highest in region and 2% above national average.

CONCLUSIONS AND NEXT STEPS

Introduction

There has been a net increase in the overall number of new places. The qualification levels of staff leading settings has been raised through Transformation Fund initiatives which has a positive impact on quality. The development of children's centres, along with extended schools, is now part of an integrated approach to the delivery of extended services as a whole.

Year 2 Milestones

- Schools and settings offer a more flexible approach to the delivery of the 3&4yr old entitlement to better meet the needs of working parents
- Non-Ofsted registered settings joined the new Ofsted Voluntary Childcare Register
- Improved parental take-up of Working Tax Credit

- Childcare rationalised where provided through extended schools to ensure sustainability
- Services for very young children and their parents further developed to ensure a greater degree of equity and comprehensive coverage across the county
- Childcare sufficiency audit commissioned as required by the Childcare Act 2006
- Children's Information Service presence developed in Children's Centres and appropriate systems for the brokerage of childcare places
- Quality Assurance scheme introduced for childcare providers operating under the umbrella of a children's centre in addition to the North Yorkshire Quality Award for centre providers
- Scheme for subsidised childcare fees for parents/carers on low income who wish to access training or employment implemented (JAR)
- Phase 3 Children's Centre Strategy developed following the issue of DfES Guidance in Autumn 2007
- All 14 Children's Centre Managers in post
- Phase 2 Children's Centres have a target of services being up and running by 31 December 2008, in advance if necessary of completion of buildings.
- 21 Phase 2 Children's Centres designated
- Implementation of a NYCC standard set of premises charges for childcare settings
- Childcare development and support work is embedded in the delivery of extended services through Integrated Service Teams

Year 3 Targets.

Add the following new targets:

- An established strategy to deliver the target of all families having access to the services of a Children's Centre by 2010
- Daycare providers identified and SLAs in place for Children's Centres in 30% areas.
- 4 Childminder networks, linked to Children's Centres, offering free 3 & 4 year old places, established
- A childcare sufficiency audit that informs an integral part of the planning process for the CYPP

Additional Key Activities

- Consider requirements of the Child Care Act 2006 that Local Authorities must secure sufficient childcare, including for disabled children, to enable parents to work or to undertake education and training.

PART 3 : NEEDS ANALYSIS REVIEW – JUNE 2007 – ACHIEVE ECONOMIC WELL-BEING

Performance Data [cross-refer to schedules in CYPP] – Key Findings

14-19 improving trends (see 5.1, 5.2, 5.3)

- Provision has improved in many areas of North Yorkshire and overall the region scores highly in Progress Check PIs – green in PIs 1-8 (quantitative) and green amber in PIs 9-14 (qualitative). Rising trends in PI 1, 4, 5 (all LAA targets).
- NEET reducing to 3.7% (Target 4.4%) NEET unknown target of 2.1% was achieved (November 2006).
- Rising trend for average point scores in schools with sixth forms (PI 5003OF and 5004OF).
- Also, school 6th Form participation in the LA area has risen from 5907 in 2004/05 to 6046 in 2005/06 and then to 6215 (Sept 2006 Pupil count) in 2006/07. From 2005/06 to 2006/07 is an increase in 3%
- Achievement, success and retention have a rising 3 year trend (50060F), (50070F), (50080F)
- Apprenticeships have risen from 335 in 2004-05 to 519 in 2005-06 (5048DE)

Inspection findings

JAR 2006

- JAR 2006 states that strategies to support the transition of looked after children and young people into adult life and economic independence are good. A wide range of alternative curriculum activities and events support their motivation and engagement (5.1)
- There are good examples of consultation with children and young people with learning difficulties and/or disabilities using an interesting mix of audio, video and written information (5.1)
- The large majority of young people with learning difficulties and/or disabilities make good progress into post-16 education (5.2)
- The participation rate to higher education has increased to good levels overall (5.4)
- The development of vocational options is gaining momentum, with an increasing number of young people making appropriate choices (5.3)
- The council and its partners have developed and implemented a very good strategy to prevent homelessness, with examples of very good impact (5.6)
- Good childcare services strategies ensure sufficient day care provision is available to enable parents and carers to work (5.7)
- Progress in the development of children's centres in disadvantaged communities is good, with good examples of well integrated services including family support, health, employment advice through Jobcentre Plus advisors and education courses (5.7)

Ofsted

- All Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "How good is the overall personal development and well being of the learners" as 90% good or better and 36% as being outstanding. This is above national figures at 85% for good or better and 26% for outstanding (5.1, 5.2)
- All Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "How well learners develop workplace and other skills that will contribute to their future economic well being" are 79% good or better (national 66% good or better) (5.3)
- Secondary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "How good is the overall personal development and well being of the learners" are 73% good or better (national 70% good or better) (5.1, 5.2)
- Secondary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "The extent to which learners make a positive contribution to the community" is 73% good or better (national 77% good or better) (5.1, 5.2)
- Secondary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "the percentage of learners who individually and collectively, participate in making decisions that affect them" is 100% (national 99%) (5.1, 5.2)
- Secondary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "How good is the overall personal development and well being of the learners (post 16)" are 63% good or better (national 58% good or better) (5.3)
- Secondary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "How well learners develop workplace and other skills that will contribute to their future economic well being" are 68% good or better (national 64% good or better) (5.3)
- Secondary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "There is provision to promote learners' basic skills school level" are 100% good or better (national 99% good or better) (5.3)
- Secondary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "Learners have opportunities to develop enterprise skills and work in teams school level" are 100% good or better (national 99% good or better) (5.3)
- Secondary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for "Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form schools" are 100% good or better (national 97% good or better) (5.4)

- Secondary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for “Education for all learners aged 14-19 provides an understanding of employment and the economy school level” are 93% good or better (national 90% good or better) (5.3)
- Primary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for “How good is the overall personal development and well being of the learners” are 93% good or better (national 89% good or better) (5.1, 5.2)
- Primary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for “How well learners develop workplace and other skills that will contribute to their future economic well being” are 80% good or better (national 65% good or better) (5.3)
- Primary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for “There is provision to promote learners’ basic skills” are 100% good or better (national 99% good or better) (5.3)
- Primary Schools inspected by Ofsted in the period Sept 2005-Dec 2006 for “Learners have opportunities to develop enterprise skills and work in team” are 100% good or better (national 99% good or better) (5.3)

Audit Commission 2006

- 4.1 rates “the opportunities provided through your council for children and young people to make their voices heard on decisions which affect them “as being in the 4th quartile. However, 100% of the secondary schools receiving Ofsted Inspections Sept 2005-Dec 2006, are judged to that students individually and collectively, participate in making decisions that affect them (national 99%) (5.2)
- 3.19 puts “the effectiveness of the council in meeting the needs of learners with LDD” as good (in the second quartile) (5.2)
- 5.2 rates “the effectiveness of the provision for 14-19 education in meeting local needs” as being very good (in the top quartile), an improvement on 2005 (5.3)
- 3.28 rates the “effectiveness and reliability of home to school transport” as very good and an improvement from 2005.(5.5)
- 4.3 rates “the effectiveness of local services in supporting young carers to achieve positive outcomes“ as very good (in the top quartile) (5.4)
- 3.22 rates “the monitoring of progress of learners with LDD” as good (in the second quartile) (5.4)

Service User Feedback

- Health related Behaviour Survey sets a baseline of 56% of pupils state that their school prepares them for when they leave the school. (5.2)

External Evaluation/New Duties and Requirements – Key Points

- CYPP 5.1 is most closely related to APA key judgements 5.6 and 5.7 It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies) and 74-75 (entitlement to new specialised diplomas)
- CYPP 5.2 is most closely related to APA key judgement 5.2. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies), 74-75 (entitlement to new specialised diplomas) and 100-101 (exclusions and the requirement for schools and Las to provide alternative education from the 6th day of absence)
- CYPP 5.3 is most closely related to APA key judgement 5.3. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies), 74-75(entitlement to new specialised diplomas) and 100-101 (exclusions and the requirement for schools and LAs to provide alternative education from the 6th day of absence)
- CYPP 5.4 is most closely related to APA key judgement 5.6 and 5.7. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), and 38 (duties on governing bodies) and 12&13 (information and advice service to parents, including those of disabled children and information, advice and training for childcare provider)
- CYPP 5.5 relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies), 77 (free transport to disadvantaged pupils), 78--80(powers to establish pilot travel schemes in pathfinder LAs) and 76 (prepare and publish a sustainable school travel strategy)
- CYPP 5.6 is most closely related to NYCC APA key judgement 5.5 and relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies),
- CYPP 5.7 is most closely related to APA key judgement 5.1. It also relates to some aspects of the requirements under the Education and Inspection Act 2006 particularly those as specified in paragraphs 1, 2 (educational functions of local authorities), 38 (duties on governing bodies), 3 (integrated services facilitate access and maximise benefits), 3 (sufficient childcare), 8 (assistance to local childcare providers), 11 (childcare audit every 3 years) and 12&13 ((information and advice service to parents, including those of disabled children and information, advice and training for childcare provider)

PART 1 : SUMMARY EVALUATION FOR APA

OUTCOME/PLAN AREA: CAPACITY BUILDING

- The Capacity Building section of the CYPP underpins the development of integration in services, processes and strategies.
- Its focus and rationale is to bring key developments together for convergence and combined impact. In doing so, it helps us to make the most of all the capacity and opportunities we have.
- It is a fundamental enabler to many of the improvement objectives across all 5 outcomes.
- It also helps us to keep a complete picture of key cross-cutting strategies which impact on all Outcomes and need robust, whole service implementation and monitoring.
- Evidence from Part 2 feeds into the overall APA gradings for each of the 5 Outcomes, Capacity for Improvement and to the contributory self-evaluation for Service Management.

PART 2 : REVIEW OF PERFORMANCE 2006/7 – CAPACITY BUILDING

Objective 6.1 - Integrated Local Delivery – Establish a network of integrated, local frontline services across North Yorkshire

Introduction:

This objective supports all five statutory outcomes. It underpins the Children and Young People's Plan and the APA key judgements. It also fulfils the requirements of the Education and Inspections Act 2006 and the Childcare Act 2006 for LAs to "promote well-being" and to integrate services (Section 3 Childcare Act 2006).

Key Activities:

- Finalise the implementation model for Integrated Children's Services in consultation with localities.
- Roll out Phase 1 and 2 of the Implementation Plan.
- Develop the Children's Information Service to provide the full range of information to parents to support throughout childhood.
- Develop a Countywide pattern of 29 children's centres by March 2008.
- Develop a Countywide pattern of school clusters to secure the availability of the Extended Schools core offer.
- Support improved Youth Provision through the reconfiguration of the Youth Service and development of Connexions Centres.

Progress against Milestones:

- Policy Statement and Locality Roll-Out Plan drawn up and agreed by Executive Members and CYPSPB in September 2006.
- Integrated Services Staffing Structure approved in October 2006 following consultation. Key appointments of six Integrated Service Managers (ISMs) and Children's Centre Managers made in December 2006 and Spring 2007. All Integrated Service Managers in post by 1 April 2007. Six Integrated Service Managers cover 22 localities – which are the basis for service delivery.
- Consultation carried out on location and service offer for 22 Children's Centres to add to existing patterns of Centres, making a total of 28. Approval from Sure Start for all centres except Skipton by March 2007 (Skipton subject to planning permission).
- Plans include roll-out of Children's Information Service in Children's Centres across all localities.
- Funding approved for a further six Extended Schools Clusters in November 2006, making a countywide pattern of 30 Extended Schools Clusters. All schools attached to a cluster and 51 schools delivering the full service offer by end-March 2007.
- Parent Support Adviser Project Grant received in June 2006. Strategy developed summer 2006 which joined up with Children's Fund and other grant aid supported projects. Approval gained to appoint 30 PSAs to give full coverage across all 22 localities in September 2006. PSAs appointed by January 2007 and now providing support in 50 schools.
- Director and Project Manager designated to draw up a strategy for Integrated Youth Support and Connexions transition. Strategy developed following consultation. Strategy involves development of Young People's Centres in each of the six Integrated Service areas and a part Direct delivery/part commissioning model for Information, Advice and Guidance (IAG) and the Integrated Youth Service.
- Other CYP Directorate services remodelled based on the Integrated Service areas and localities, eg Strategic Planning, Quality and Improvement.

Impact:

- Widespread inter-agency involvement in the development of Children's Centres. 13 inter-agency consultation meetings held across the County between February 2006 and November 2006 attended by 467 representatives.
- Evidence of parent participation shown in 1061 responses received to questionnaire on services to be provided in Children's Centres. 148 responses received from five areas about new Parent Focus Groups.
- All schools part of an Extended Schools Cluster (originally Year 3 milestone but achieved early)
- 51 schools (13%) targeted to meet the full service extended schools offer by 31 March 2007 with a further 45 schools (25% in total) by 30 September 2007.

CONCLUSIONS AND NEXT STEPS

Introduction

Firm foundations have been laid for the countywide Integrated Service structure. Key staff are in place, Extended Schools and Children's Centres are an integral part of the locality and IS structure. Existing services eg Quality and Improvement and Strategic Services have been reconfigured to the IS structure and new initiatives such as PSAs and Integrated Youth Services are being mapped onto the structure.

Year 2 Milestones

- Complete roll-out of Integrated Children's Services in line with Project Plan.
- 29 Children's Centres in place by 31 March 2008 to meet Sure Start Target.

- Secure agreement, funding and appointments to the staffing structure for 29 Children's Centres. Accommodate staff in their permanent locations by 31 March 2008.
- Set up Parents Forums across Children's Centres (half to be in place by 31.3.08, remainder by 31.12.08.)
- Achieve national target of Core Offer of Extended Services available in half of primary schools and one-third secondary schools by 2008.
- Complete the commissioning of the new Integrated Youth Service and the integration of the Connexions Service by 31.3.08.

Amendments to Year 3 Targets

Amend 2nd and 3rd targets as below:

- Children's Information Service linked to the Directory of Children's Services and available at all Children's Centres.
- 29 children's centres in operation, reaching government targets for participation.

New Targets:

- 75% of primary schools and 50% of secondary schools offering Core Extended Schools Services.
- Integrated Youth Service operations in each of the six IS areas.

Objective 6.2 - Develop Integrated Processes to support frontline delivery

Introduction:

This objective supports all five statutory outcomes. It underpins the Children and Young People's Plan and the APA key judgements. It also fulfils the requirements of the Education and Inspections Act 2006 and the Children Act 2006 for LAs to "promote well-being" and to integrate services (Section 3 Childcare Act 2006).

Key Activities:

- Implement the General Framework for Information Sharing, specifically developing protocols for Missing Children.
- Establish a comprehensive multi-agency training package for Integrated Processes.

Progress against Milestones:

- Multi-agency Common Assessment Framework (CAF) processes have been agreed and these are formalised in the Integrated Working in Localities Protocol. The protocol was endorsed by the Children and Young People's Strategic Partnership Board on 25 September 2006.
- To support the roll out of Integrated Processes, a guidance pack for staff has been developed, printed and distributed on Common Assessment and Integrated Working in Localities
- The CAF Coordinator post established in September 2006 to support the implementation within the Integrated Services Structure.
- An electronic CAF recording system has been developed to track Common Assessments and to provide management and performance information on the Common Assessment Process
- A training strategy across Integrated Processes is in development, with modules developed and implemented for 'Basic Awareness of Integrated Processes', 'Using the Common Assessment Framework' and 'Information Sharing'.
- The Phase 1 implementation of Integrated Working in Localities has been rolled out, with the Common Assessment Framework 'live' from February 2007. The Phase 2 areas roll-out achieved in May.
- The General Framework for Information Sharing has been distributed across the Partnership and is incorporated into CYPSP Governance Arrangements. This is supported by a staff toolkit on Information Sharing, and a guide to writing protocols.
- An in-depth research and analysis project has been completed for the future development of the Children's Service Directory, including the development of multi-agency standards for the Directory. The Service Directory has been upgraded, with search criteria amended to reflect the Localities Strategy.
- A team has been established within the Strategic Services structure for the implementation of ContactPoint (formally known as the Child Index), with the Integrated Children's System Manager in post in January 2007.
- The Integrated Processes Project Board has been established, and the Project Plan for Contact Point with associated risk assessment and reporting structures is in place.
- Multi-agency guidelines have been developed and distributed for Children Missing from Education, including a supporting leaflet, which is available in schools, health centres and libraries.
- A database has been developed, and implemented, to track Children Missing from Education and provide monthly management reports.

Impact:

- The Phase 1 areas for Integrated Working in Localities are live and operational, with 11 open Common Assessment Cases in progress.
- Training for Integrated working has been rolled out: 482 practitioners in the Phase 1 areas attended 'Using the Common Assessment Training' and came from a range of agencies including Education, Social Care, Housing, Connexions, Police, Health, Schools, Early Years and the YOT. 82 Practitioners in the Phase 2 areas have attended 'Basic Awareness of Integrated Processes' sessions. 1000 guidance packs distributed across agencies on Information Sharing

- There has been widespread involvement in the Phase 2 roll out preparations, with 206 practitioners from the North Craven and Selby areas participating in Locality Events in Spring 2007.
- A series of ContactPoint awareness events were held and attended by 215 practitioners from 106 services/ organisation.
- The DfES have assessed North Yorkshire's progress on implementing ContactPoint as above target, currently ranking joint third in the region.
- The number of organisations providing services within North Yorkshire on the CSD has increased to over 780 entries and systems for measuring the number of hits onto the Directory per month are in place, and showing average hits at 244 per month (including a big increase of hits over the December period)
- Protocols have been developed for Criminal Justice initiatives and Housing arrangements and the DfES have endorsed the use of our Information Sharing standards

CONCLUSIONS AND NEXT STEPS

Introduction

- Significant process has been made on Integrated Processes, with policies and procedures agreed, structures and posts in place and Integrated Working in Localities implemented in the phase 1 areas.
- The General Framework for Information Sharing has been implemented and has supported the development of working protocols for CAF, Housing and Criminal Justice initiatives. The CD guidance and training pack has been well received with positive feedback from evaluations.
- Awareness raising and communication strategies for the Integrated Processes Agenda have been established in preparation for the implementation phase of the ContactPoint system and the remaining locality roll-outs.
- The preparation and development work carried out over 2006-7 has left North Yorkshire in a strong position to move forward with the wider roll out of Integrated Working in Localities.

Year 2 Milestones

- Effective and proven tools in place to support the roll out of Common Assessment Framework and Information Sharing procedures
- To have an Integrated Processes Training Strategy agreed, with finalised materials for Common Assessment and Information Sharing in place
- Commence implementation of the replacement ICT system for the Children and Young People's Service
- Meet the timescales within the Project Plan for ContactPoint
- Agree a performance framework for Integrated Processes and complete the baseline assessment

Amendments to Year 3 Targets

Remove original targets and replace with:

- To have effective Integrated Processes in place across North Yorkshire
- Implementation of electronic systems for children's services to support integrated working and performance management
- Comprehensive Performance Framework developed to monitor the use, impact and efficiencies of Integrated Processes in Localities

Additional Key Activities

Replace the original two key activities with the following:

- Reinforce training/ briefing to frontline staff regarding the application of IS Protocols
- Establish a task group to develop the training strategy for Integrated Processes and review the materials
- Review the implementation of Phases 1 and 2 of the locality roll out and amend supporting tools as appropriate
- Select and procure the replacement ICT system for the Children and Young People's Service, and agree an implementation plan
- Monitor and ensure the delivery of key tasks for ContactPoint
- Investigate options, and propose a model, for the performance framework for Integrated Processes

Objective 6.3 – Workforce Development – to develop a skilled, flexible Children's Workforce

Introduction:

This objective supports all five statutory outcomes. It underpins the Children and Young People's Plan and the APA key judgements. It also fulfils the requirements of the Education and Inspections Act 2006 and the Children Act 2006 for LAs to "promote well-being" and to integrate services (Section 3 Childcare Act 2006).

Key Activities:

- Develop an integrated Workforce Strategy and Plan.
- Enable the delivery of the Children and Young People's Plan through the availability of a skilled and flexible workforce that reflects the diversity of the population it serves.
- Support the implementation of an integrated approach to Children's Services.
- Improve recruitment and retention for Children's Workforce.

- Provide enhanced skills and increased workforce flexibility in Children's Services.
 - Enhance career development and opportunities for progress for all staff.
- Progress against Milestones:**
- CYP Workforce Development Strategy, Action Plan and monitoring arrangements agreed by CYPSPB in November 2006.
 - Directorate restructure to support the roll-out of Integrated Locality Services agreed in October 2006, following consultation.
 - Integrated Service Managers in place by 1 April 2007 to lead the further development of locality based Integrated Service delivery, building on front-line developments including Extended Schools and Children's Centres.
 - New recruitment portal developed to attract and retain new recruits into careers with children and young people in North Yorkshire, including apprenticeship and trainee roles.
 - Integrated Career Pathways being explored and developed with partner agencies building on the new recruitment portal and new qualifications framework.
 - Baseline workforce data established across all agencies excluding Health.
 - Improved induction processes in Children's Social Care to aid recruitment and retention.
 - Job Evaluation results across the County Council announced, Feb/March 2007.

Impact:

- Integrated Service Management structure in place in all six areas by April 2007.
- 4949 days of training delivered to Early Years and Childcare workforce covering business support, childcare, child protection, birth to three, Foundation Stage and SEN.
- Transformation Fund/Bursaries supported 151 practitioners at Level 3, 48 at Level 4 and 127 at Level 5 (Foundation Degree).
- Progress made towards securing a graduate in all Early Years settings. 10 have achieved the new Early Years Professional status (400 nationally), 22 settings have claimed the Quality Premium and 2 settings have claimed the Recruitment Premium.

CONCLUSIONS AND NEXT STEPS

Introduction

- Workforce Development Strategy is in place. Integrated Service Management structure based on six areas and 22 localities is in place. Further staffing proposals to be drawn up in 2007/8 so that structures are to be fully established by 2007/8.

Year 2 Milestones

- Review Integrated Service Management structure to test its effectiveness.
- Promote partnership working on workforce across private and voluntary sector
- Use interagency workforce data to establish gaps and overlaps
- Establish integrated processes for ContactPoint
- Develop career pathways for early intervention and preventative roles relating to parenting and home to school support services.

New Objective 6.4 – Strategies for further integration

Key Activities:

- Develop strategies to improve services for a range of service users by taking a more integrated approach.
- Agree priorities based on needs analysis and taking account of new requirements.
- Ensure additional strategies are linked up closely with the CYPSP's underpinning strategy for Integrated Services in localities to simplify access, assessment and to avoid duplication.

Year 2 Milestones

Improvements for Children and Young People with Learning Difficulties/Disabilities (LDD)

- Research, consult on and agree a comprehensive Mini Plan to improve and integrate services for LDD (JAR Action Plan) – (LDD Strategy Team).
- Develop and agree a costed implementation plan to inform resource planning and priority setting (LDD Strategy Team/AD Finance).
- Ensure needs of children and young people with LDD embedded in all strategies for service improvement and commissioning (Performance and Outcomes Manager)

Support for Parents

- Develop, consult on and agree Local Implementation Plan to take forward the CYPSP Parents' Support Strategy (Integrated Service Managers).
- Roll out framework for deploying preventative and family support staff across the spectrum of need (Levels 2, 3a and 3b) to maximise capacity in Locality Teams for early intervention/support linked to CAF. (Principal Education Social Worker/General Manager Safeguarding Lead)
- Develop and consult on options for maintaining levels of parent support beyond expiry of DfES grant for Parent Support Advisers (ADs LYS/Finance).

Integrated Youth Support Service (IYSS)

- Deliver smooth transition for Connexions Service and achieve its targets for 2007/8. (Chief Executive, Connexions)
- Consult on and agree service specification for universal Information, Advice and Guidance (IAG) contract, ensuring it reflects national standards for IAG. (AD, LYS and Development Manager, Connexions)
- Consult on and agree service specification for Integrated, including Targeted, Youth Support Service. (AD, LYS and Development Manager, Connexions)
- Commission IAG and IYSS ready for full implementation by 2008 at latest. (AD, LYS and Development Manager, Connexions)

Year 3 Targets:

- Integrated services and assessment in place for LDD in 50% of Localities
- Sustainability plans in place for preventative support systems.
- 100% of IAG delivery targets met.
- IYSS has MIS and IS in place to identify vulnerable young people in all localities.

PART 3 : NEEDS ANALYSIS REVIEW – JUNE 2007 – CAPACITY BUILDING

Performance Data – Key Findings

- 5 Outcomes related Performance Data – see Part 3 for Objectives 1.0-5.0.
- Service Management related Performance Data – see Service Management (next section)

Service User Feedback – Key Messages

Audit Commission School Survey 2006

Top Quartile for

- 6.1 The effectiveness of your Council's strategic planning of integrated services for children and young people
- 6.2 The effectiveness of your Council's children's services in working in partnership with other council departments and with external agencies
- 6.3 The effectiveness of the leadership of senior officers of the Council.
- 6.4 The effectiveness of senior members of your Council.
- 6.6 The effectiveness of your Council's communication with your school.
- 6.13 The effectiveness of your Council's support to improve personnel processes and management in your school.
- 6.16 The effectiveness of your Council's support for the professional development of the school's workforce.
- 6.17 The effectiveness of your Council's strategy for the recruitment and retention of staff, other than the school workforce, who work with children and young people.
- 6.18 Your Council's support for the professional development of staff, other than the school workforce, who work with children and young people.
- 6.19 The effectiveness of your Council's support for developing extended schools.

External Evaluation/New Duties and Requirements – Key Points

- "The capacity of services for children and young people is good. The capacity to improve further is good." – JAR, December 2006
- "There is good and long-standing partnership working in many areas. These provide integrated services catering well for children and young people's needs." – JAR, December 2006

PART 1 : SUMMARY EVALUATION FOR APA

OUTCOME/PLAN AREA: SERVICE MANAGEMENT

Introduction

In North Yorkshire's CYPP, the APA evaluation of Service Management derives from evidence across the 5 Outcomes and also from the Improvement Objectives in our Plan on Capacity Building (Objective 6.0 in Improvement Strategies), on Use of Resources and on Performance Management (see "Working Together", Section 4 in CYPP). Those sections of the CYPP are covered in their own right in the CYPP Review document .

Taking account of APA requirements on Service Management, for completeness this part of the CYPP Review includes a Summary Evaluation against the relevant Key Judgements, and a progress report against the relevant JAR improvement points (November 2006). This is set out below. It is followed in Part 2 by reviews of the 2006/7 CYPP improvement objectives for Resources and Performance Management, and in Part 3 by the Needs Analysis.

Progress on JAR Specific Issues:

- Performance management in former Education Service recognised as very strong. JAR self assessment identified shortcomings in performance management in Children's Social Care, confirmed in inspection. JAR also found insufficient clarity and rigour in the North Yorkshire Learning Partnership's performance management arrangements for 14-19 Area Partnerships.
- Children's Social Care arrangements, on which work had begun before JAR, have been transformed through comprehensive and regular in-year monitoring of performance data, intelligent target-setting at team level, and management training. Quality Assurance has also been strengthened through Service Manager moderation of case file audits, work of IRO team (now embedded), thematic audits and reviews of service standards. All work undertaken as integral part of CYPP with positive impact (CSCI BRM considered the work innovative). (See Stay Safe objectives) and Performance Management. below
- Practice in relation to identifying, recording and communicating individual needs of children, young people and families has improved as part of these measures. The systems and service management commitment to them, will drive further improvement. (See 2006/7 progress as above, plus milestones for 2007/8 relating to improving integrated processes. See Objective 6.2). **APA Key Judgement 6.3 (c)**.
- For 14-19 the entire strategy has been reviewed fundamentally since JAR, involving all partners. New strategy includes more sharply defined Executive role for LA and LSC which will simplify and give greater drive to accountability management across the seven Area Learning Partnerships. For implementation from September 2007 (see Achieve Economic Well-being, objective page and Performance Management). Again, a prompt and comprehensive local response.
- Young People are now represented directly on the CYPSP (JAR) drawn from the team of Young People's Development Workers and Voice, Influence and Participation (VIP) Group – both of which are recognised as best practice models for participation.
- Lead Member has resumed her programme of frontline visits (JAR) as well as Members maintaining their good approach as Corporate Parents. The Overview and Scrutiny Committee continues to extend its helpful work across a range of issues linked closely with the CYPP and Partnership work.

Additional Progress 2006/07:**Ambition: (APA Key Judgements 6.1 (a), (b))**

- CYPP 2006/09 set challenging targets for improvement, appropriately differentiated to vulnerable children and young people. In its first year CYPP has been firmly embedded as the framework and driver for the LA's work and its partners'. There is a high level of engagement with the priorities set, and evidence of substantial progress with impact (see objectives 1.0-6.0 Part 2, and Resources and Performance Management below. The Review evidences that we respond to needs analysis and deliver to it. Ambition remains good or better.
- Participation by young people has been strengthened further through corporate, CYP Directorate and partner organisations' initiatives. There are more extensive, formal arrangements to underpin the wide range of work undertaken through consultation (see objective 4.3).

Prioritisation: (APA Key Judgements 6.2 (a), (b))

- The Review of 2006/7 shows that CYPP priorities have proved to be clear and robust, that the Plan has provided a robust strategic framework for implementation, and that the LA and partners have delivered effectively to a very great extent.
- The Review, and in-year monitoring reports, has shown a small number of objectives which need reframing to provide a clearer basis for targeting improvement work next year (see Be Healthy, Staying Safe). In the main, however, the Plan's 3 year priorities remain robust in the light of our updated Needs Analysis.

- Year 3 Targets have been strengthened in several cases by incorporating clearer, more measurable performance indicators.
- The Plan has also proved to be well-researched and well-designed as a Change Management Framework, as it has been possible to integrate new requirements from legislation (see Matrix 2) and inspection recommendations in a coherent way. This means we can build on the momentum generated in Year 1.
- Milestone setting for Year 1 has proved constructive in most cases – ie completion has provided valuable progress and, often, impact. We have learned where this was less robust, and have ensured that Year 2 milestones are consistently in line with the ambitions and the ground to cover (see objectives 1.0-6.0, Resources and Performance Management, Part 2, Year 2 milestones and CYPP 2007/09).
- Prioritisation is sharper and more proactive for 2007/08, and better than at time of JAR when it was judged Good.

Capacity (APA Key Judgement 6.3 (a) (b))

- Decision-making: The Local Authority's approach to forward planning, decision making and transparency in its processes is well established and has been maintained. Risk assessment is well-embedded and informs priority-setting and implementation planning. This is evidenced in the CYPP Review through the high proportion of priorities undertaken or coordinated and led by the LA which have been delivered.
- Partnership working: The CYPSP has been established and settled well into a similarly planned and open approach. This is producing decisions which are well thought through and to which there is commitment. The progress made through joint work, inter-agency work and integrated work (see objectives 1.0-6.0) demonstrates this, and is significant. As Objective 6.0 (Capacity Building) shows the strategy for integration is now well understood, strongly supported by partners, and is innovative in its scope and approach. It has grown our capacity and has boosted the momentum for further change and integration eg for LDD and for the Integrated Youth Support Service using the same rationale, strategy and infrastructure.
- Use of Resources: see Resources, Part 2 for summary of evidence. This shows that the LA has maintained its highly effective use of Resources. Features are low cost base with emphasis on priority for frontline services, and resources targeted to need/improvement priorities in line with CYPP and performance. The Medium Term Financial Strategy is robust, based on risk assessment, and efficiencies have been delivered so that core resources could be reallocated to improvement or development priorities.
- The reallocations for 2007/8 financial year are strengthening preventative services (more Family Support Workers, growth in Youth Service, funding to extend Treatment Foster Care project for teenagers, additional Pupil Referral Unit provision, improvements to LDD/SEN mainstream provision).
- We have been innovative in securing Direct Schools Grant resources for some of these priorities through excellent partnership work with the Schools Forum. This has built on the innovative and effective way in which we have deployed various grants, including General Sure Start Grant, in a coherent strategy for integrated local services (recognised in JAR).
- The LA has also maintained its strategy for investment in Foster Care as an alternative to external placements, which has been successful in containing expenditure and freeing up resources for local support services. Additional funding has been allocated for Safeguarding Teams, for the Safeguarding Board (pooled) and the YOT (pooled).
- Completion of the SEN/Behaviour Provision Review in 2006/7 has now provided a long term, strategic basis on which to develop more local, integrated specialist provision across the County. This will provide more equal and effective services and more efficient use of resources (see Objective 3.7).
- The LA and partners are also pooling resources in kind through the deployment of staff to Locality Teams, which will progress further in 2007/8 as more teams are commissioned. Services are commissioned from private and voluntary sectors as part of a commitment to a mixed economy, and this is being extended through the recommissioning of IAG and Integrated Youth Support Services under the Connexions Transfer. Pooling is being used progressively to achieve impact in a number of areas for joint work (as recognised in JAR). Commissioning strategy includes strategic priorities agreed each year by the CYPSPB plus arrangements for local commissioning of services to fill gaps at local level in Integrated Services.
- Value for Money: The LA has a very strong track record on Value for Money and has progressed further in 2006/7. Unit costs remain low against all comparators. High service standards have been maintained (see JAR Grade for Education Service 2006 – Outstanding). Service areas requiring improvement have been addressed decisively with evidence of impact already coming through and robust strategies in place for further improvement (see Objective 2.0, Part 2, and Part 3, Staying Safe: Objective 6.0 Capacity Building). Demand-led expenditure is managed well.
- Partnership working, through CYPSPB and related partnerships, is contributing significantly to maintaining and improving outcomes across all 5 Outcomes, with all partners operating from a similarly low unit cost base.
- Workforce : As a result of developments in 2006/7 (see Objectives 6.1, 6.2, 6.3 Part 2, and Performance

Management, below) we are well placed to accelerate progress in services and outcomes. LA revised structures are in place which include increased capacity to manage integration and performance. Good quality appointments have been made, drawing staff from appropriately multi-disciplinary backgrounds, who enhance capacity at several levels. This strengthens an already very effective team with a strong track record of maintaining high standards, delivering improvement and value for money.

- A Workforce Strategy has been developed by the Partnership which takes account of supply and skills needs. Integrated training is progressing, with clear priorities for 2007/8 to support the Countywide delivery of locality-based, preventative services (see Objective 6.3). This complements continued capacity building through CPD and workforce reform in universal services, including schools (see Objective 3.0) and all partner agencies.
- JAR recognised capacity building potential in the LA's Transformation Strategy of streamlining work practices and increasing service user engagement by extending its network of locally-based services. Good progress made since JAR with locality implementation and integrated processes. Commissioning of systems to support integrated processes well-advanced (see Objective 6.2). Combined impact is enabling increased proactivity and pace in development. Members in LA maintain strong engagement with CYP agenda through Executive Members, Overview and Scrutiny Committee and Corporate Parenting. NYCYPSPB and NYSCB well supported and attended by partners.
- Strategies and partnership have been embedded in 2006/7. There is coherence and momentum in implementing integration and service improvements. Progress is underpinned by good and better systems, very good use of resources, and innovative approaches on key issues. Capacity has developed significantly since JAR when it was judged Good.

Performance Management (APA Key Judgements 6.4 (a), (b), (c))

- CYPP included specific Performance Management objectives for the CYPSP in 2006/7, on which there has been high level of delivery with impact (see Part 2, Performance Management, below).
- JAR confirmed good corporate approaches to Performance Management in LA and very strong systems in former Education Service. These have been maintained and developed further, as evidenced in improved outcomes and external evaluations (eg see Objective 3.0 and recent inspection of Adult Learning Service). Issues in Children's Social Care have been addressed decisively and with some innovation (see Objective 2 and progress report following JAR above). 14-19 Partnership performance management has also been strengthened.
- Cost and Performance are monitored together, benchmarking is used and there is constructive scrutiny by Members and between partners across the Outcomes. Both are growing in knowledge and confidence across the agenda. Scrutiny work extended to partners. Forward planning for Performance Management within the Partnership is increasingly well-timed, well-informed and proactive. Milestones for 2007/8 will embed this year's progress where improvement was needed, and establish consistency at Best Practice level.
- Within CYP Directorate innovative approach being taken to further development of Performance Management through introduction of Self-Evaluation Framework (modelled on SEF for schools). Purpose is to combine in a single assessment all aspects of performance by each Service Group. Includes peer evaluation. Provides common methodology for all parts of CYPS. Aims to support service integration, promote best practice in evaluation, and identify whole Directorate priorities in improvement planning.
- Needs analysis is extensive (confirmed by JAR and see Part 3 of CYPP Review). The views of children, young people, parents and carers, are already influential in priority setting and planning, but there is more to do to reach Hear by Right standards across the Partnership (see Objective 4.3).
- Taking account of progress since JAR in addressing inconsistencies, strong service and corporate underpinnings, and sound foundations laid by the Partnership, Performance Management overall is now Good.

CONCLUSIONS/APA SELF EVALUATION, SUMMER 2007

In November 2006, the JAR Grade for Service Management was Good – 3 (3 for Ambition, Prioritisation, Capacity; 2 for Performance Management).

Drawing on all the relevant evidence, progress under the CYPP and in response to the JAR indicates that the profile has improved. – Ambition 3, Prioritisation 4, Capacity 4, Performance Management 3. This assessment has contributed to the Self-Evaluation Grade for Capacity for Improvement.

PART 2 : REVIEW OF PERFORMANCE 2006/7 – USE OF RESOURCES

Objective - To promote Value for Money, Secure Financial Systems including effective Budgetary Control for the Children and Young People's Strategic Partnership Board and Partner Agencies.

Introduction

This objective relates to many of the APA key judgements for Service Management and the Capacity for Improvement, in particular Service Management 6.2(b) and 6.3(b).

Key Activities:

- To establish effective Governance of the Partnership including detailed financial procedures.
- Provide financial advice, guidance and training to staff, the Board and partners on funding methodology and governance arrangements.
- Provide timely information to ensure that staff, management, governors and funders are kept up to date on the financial position of their areas of responsibility and the overall partnership position.
- Benchmark our financial performance with other agencies.
- Provide regular management reports to the Board including:
 - Joint spending reports
 - Pooled Funds Financial Reports (as appropriate)
 - Key Staffing Implications
 - Financial performance indicators
 - Capital project progress reports
- Provide financial and non-financial returns on time and in the agreed format.
- Ensure that all returns requiring certification by auditors are unqualified.

Progress against Milestones:

- Governance arrangements including financial arrangements approved by the Children's Strategic Board and implemented in 2006.
- Financial advice and guidance provides an integral part of financial support arrangements.
- Financial information, monitoring and reporting arrangements are well established at Authority level at both Member, Group, Budget Holder and School levels which enables spending and performance to be monitored on an ongoing basis.
- Benchmarking a regular feature for school finances, Children's Social Care and (through Section 52 related monitoring) Schools Block and LEA Block spending.
- Arrangements to be implemented in 2007/08 to provide regular reports to the CYPSPB.
- Returns submitted on time and to the required format.
- Unqualified audit opinion on all returns.
- It is important to note that some partners, particularly the PCT, are undergoing significant reorganisation, and in some cases financial challenges, which has meant that the development of combined reporting arrangements has been delayed.

Impact:

- CSB financial and governance arrangements are clearly established.
- No "issues" of a governance nature, spending against budget or financial probity have arisen during 2006/07.
- CSA spending on Schools Block, LEA Block and Social Care in 2006/07 achieved within budget with no significant "individual" variances; skilful management of individual specific grants to achieve, together with core budget, overall aims and individual priorities of the service.
- Benchmarking information provided to Members and Managers to inform the identification of priorities and the review of performance.
- Unqualified Audit opinion.
- North Yorkshire County Council's Use Of Resource & Value for Money CPA Assessment at Grade 3 in 2006/07.
- The Council has continued to make good progress as identified by the improvement in its CPA scores to achieve both Grade 3 (out of 4) on the Use of Resources and Value for Money.

CONCLUSIONS AND NEXT STEPS

Introduction

Very good progress has been made in the first year of the plan period on the achievement of both use of resources objectives.

Year 2 milestones:

- To introduce regular management reports to the Board, including:
 - joint spending reports
 - pooled funds financial reports (as appropriate)
 - key staffing developments

- financial performance indicators
- capital project progress reports
- Consult with partners and research how existing benchmarking arrangements can be extended to cover, in year 3 of the plan, all Children's Services activities including those carried out by partner agencies.

Objective - To ensure resources are allocated to priorities identified by needs led planning by building upon the well established financial planning and monitoring arrangements within the Council. To extend and modify these arrangements to cover all agencies within the Partnership and to promote the development of preventative provision.

Introduction

This objective relates to many of the APA key judgements for Service Management and the Capacity for Improvement, in particular Service Management 6.2(b).

Key Activities:

- To use the integrated Council Planning and Financial Planning processes (Medium Term Financial Strategy) to provide the framework for the Plan's Use of Resources Strategy.
- To take account of needs analysis, comparative information, Performance Data, Risk Assessments, Best Value outcomes and Volume and Demand changes.
- To continue previous strategies of spending above national expectations and, within overall resources, maximising frontline provision.
- To extend this strategic planning arrangement to encompass all of the Children's Services activities carried out by Partner agencies.
- To give priorities to achieving the strategic capacity required to support the development of the service and, with the agreement of schools and the Schools Forum, use Schools Block resources for significant investments in the priorities for preventative investment identified in the plan.

Progress against Milestones

- The Council has fixed its MTFS for 2007/08 – 2009/10 aligned with the Council Plan and the priorities in the C&YP Plan.
- The MTFS process, at all levels, and including Members, use performance, including comparative data, risk assessment and took account of both changes in demand and the outcomes of best value reviews.
- DSG is fixed by the DfES at previous spending levels; Schools Block, LEA and Social Care budgets continue to give priority to first line provision especially 'Every Child Matters preventative priorities'.
- Children's Strategic Board provides the framework for development. There has been significant progress in integrated strategic planning for Connexions, the Safeguarding Board and YOT. The roll-out of Localities and Integrated Service Provision is facilitating strategic planning at a local level with all partners.
- The Schools Forum agreed to allocate £0.5M in 2006/07 and a further £0.75M in 2007/08, making £1.25M recurring in total for preventative investment.

Impact:

- Excellent progress has been made in the first year of the Plan period.
- CYP priorities are reflected in the MTFS.
- MTFS reflects not only policy priorities but also changes in need and volume and the financial benefits from efficiency savings.
- Authority continues to spend £14M above national expectations on the Schools Block which, together with low support costs, enables maximum possible funding to be made available to front-line and preventative provision.
- Concept of Integrated Service Plans embedded with all partners; its effective implementation will be a priority for years 2 & 3 of the plan period.
- Resources approved by the Forum to fund 6 Family Support Workers to run a new PRU as part of the Review of SEN and Behaviour, to develop learning pathways for children with moderate learning difficulties and to expand the provision of Home to School Support Workers.
- It is important to bear in mind that North Yorkshire is a lowly funded authority with the potential for increasing spending constrained by the national and local imperative to keep Council Tax increases below 5%.
- Current review of the distribution of DSG funding puts at risk current levels of spending.
- The reorganisation coupled with funding challenges faced by PCT has delayed significant progress on the Integrated Strategic Planning with the service.

CONCLUSIONS AND NEXT STEPS

Introduction

- The milestones set out below reflects the priorities in year 2 noting the potential "risk" and reprioritisation which may be necessary in the light of significant funding uncertainties for 2008/09 and beyond.
- The changes and funding challenges faced by North Yorkshire PCT has delayed the development of

integrated planning. This is also reflected in the milestones for year 2.

Year 2 Milestones

- To refine the MTFS and CYPP priorities to reflect the impact of CSR 2008/09 – 2010/11 and related developments in school and CSA funding.
- To work with partners towards the development of a single co-ordinated strategic planning arrangement for all Children's Services actioned through the Children's Strategic Board.
- To determine and receive endorsement from the Children's Services Authority, the CSB and the Schools Forum to the use of the unallocated preventative resources made available from the Schools Block.
- To assess the impact of, and refine plans/spending priorities accordingly, the end of time limited specific grants including Children's Fund, Treatment Foster Care and Pupil Support Advisers.

PART 2 : REVIEW OF PERFORMANCE 2006/7 – PERFORMANCE MANAGEMENT

Objective - Monitoring will take place within individual agencies for their respective responsibilities. Monitoring will also take place within the CYPSP to assess delivery and impact in the integrated context of the CYPP. (CYPP 2006-2009: Section 3 – Working Together p89-91)

Introduction:

The objective relates to the APA Key Judgements for Service Management and the Capacity for Improvement, in particular 6a, 6b, 6c.

Key Activities:

The CYPP is designed to improve outcomes. Early Performance Management Priorities include developing the processes, systems and behaviour to underpin the work priorities for 2006/2007:

- Children and Young People's Strategic Partnership – Forward Plan for Performance Reporting Cycle established, followed through and Year 1 of CYPP fully evaluated.
- Efficient arrangements for progress monitoring and reporting within and between agencies established to support the Forward Plan.
- Efficient arrangements established for sharing performance data and other information which enable progress tracking and impact assessment
 - at individual and locality level
 - by vulnerable group and vulnerable area.
- Following through a cycle of participation work with young people which fully meets Hear by Right standards.
- Agree and test out a self-evaluation framework for partnership and integrated working.
- Agree and embed an Integrated Workforce Plan based on performance priorities and good practice.
- Establish a CYPSP Commissioning Strategy

Progress against Milestones

- CYPSP has established and delivered on a Forward Plan which has taken a proactive approach to performance monitoring and evaluation. Overall performance has been evaluated through JAR Self-Assessment (July 06) and comprehensive CYPP reviews (Nov 06, May 05). More detailed monitoring has been completed, including priorities for all five Outcome Areas and Capacity Building, most with a focus on interagency working and integration – Integrated Localities, Teenage Pregnancy, Preventing Homelessness, CAMHS, YOT, Young People's Participation, Parents' Support Strategy, Drugs and Alcohol, 14-19 (including destinations), Connexions Transition, Safeguarding Board Progress, Workforce Development, NSF Implementation/Progress. Most topics are the subject of follow up or cyclical reporting to maintain improvement focus.
- Work undertaken by a wide range of partners, much of it joint work. NY Safeguarding Board has also monitored against its Business Plan, and is receiving Audit reports on performance priorities arising from JAR.
- Locality level performance profiles have been developed to support prioritisation for Integrated Locality Teams and to provide baselines for future evaluation. This includes vulnerable areas for targeted support. Performance data reporting in Social Care, and in its active use in quality assurance by Service Managers, has improved significantly during 2006-2007 (see "Staying Safe", obj 2.1) and since JAR. CSCI BRM regarded progress as impressive. Performance data relating to SEN and LDD also developed significantly, enabling better evaluation of outcomes. DfES/National Strategies Adviser commended work as being of high comparative standard. Inter-agency arrangements for sharing data to support the CYPP needs analysis have been effective.
- JAR considered the North Yorkshire Learning Partnership did not provide sufficiently clear or robust performance management across 14-19 developments. This has been addressed through fundamental review of the 14-19 strategy, which includes revised and tighter governance structure, with Executive responsibilities for performance management vested clearly in LA and LSC. (See Objective 5.3).
- 4Youth Service has met Hear by Right standards.
- The need to develop a locally agreed framework for evaluating partnership and integration was overtaken

by the JAR self-assessment (June 2006). The Young People's Overview and Scrutiny Committee is undertaking an evaluation of partnership working currently, and the Safeguarding Board has self-evaluated with external facilitation.

- An Integrated Workforce Strategy has been agreed by the Partnership and will inform priorities for 2007/8. Inter-Agency Training continues in Safeguarding Countywide and for Integrated Processes (including CAF) linked with the establishment of integrated local teams. Job Evaluation has produced an integrated framework for qualifications and pay for frontline staff in Children's Social Care and Preventative services, and has improved pay levels for them. JAR recognised that we do well on staff recruitment and the outcomes from Job Evaluation will help further with retention, and with in-house development of staff who can work flexibly across the spectrum of need at levels 2 and 3. In early years, Initiatives continue to concentrate on the recruitment and retention of childcare providers supported by appropriate training and quality assurance.
- An interim strategic approach to commissioning has been agreed by the Partnership. Priorities identified for 2006/7 (SEN/Behaviour Review, establishing Locality Teams, and commissioning next phase of Children's Centres) have all been delivered.

Additional Evidence

- The JAR confirmed performance management relating to education, and especially to work with schools, to be outstanding. These systems and standards have been maintained.
- The service user aspect of needs analysis has continued to develop since CYPP produced. Participation by targeted groups, and in more broadly based exercises, has been maintained throughout 2006/7 (JAR referred to an "impressive" scale of work).

Impact:

- The Partnership has developed a proactive approach to monitoring and evaluation linked to the CYPP which has supported the momentum for integration and effective delivery of change.
- The Local Authority has maintained already strong systems for performance in education, with continued further improvement in outcomes. It has worked decisively, and used innovative approaches, to strengthen performance management for Children's Social Care which is yielding benefits in improved outturn performance and increased further capacity for improvement.
- Strategies and service developments are evidence based, informed by good practice, and jointly owned by partners. This is making them robust enough to make progress despite significant organisational challenges.
- We have established a culture, and are building a track record, of doing what we said we would do, and impacting on outcomes.

CONCLUSIONS AND NEXT STEPS

Introduction

We have made a positive start in building performance management for the CYPP based on best practice. To accelerate that development in 2007/8 we will do the following.

Year 2 Milestones

- Agree and deliver programme for fundamental review of CYPP for March 2008 (Performance & Outcomes Manager).
- Embed and evaluate Performance Management systems for Children's Social Care to ensure sustained impact on Outcomes (AD Children's Social Care).
- Determine and deliver agreed programme of quality audits to NYSCB to develop its role (AD Children's Social Care/Safeguarding Board Manager).
- Establish, monitor and evaluate performance and accountability framework for Children's Centres and Locality Teams (Strategic Services, Performance & Outcomes Manager).
- Determine and deliver Commissioning Strategy priorities for 2007/8, including (i) commissioning Integrated Youth Support Service (ii) establishing Countywide CAMHS Strategy (iii) completing roll out of Locality Teams, and (iv) establishing LDD Mini-Plan as basis for reviewing commissioning of services – (i) AD Learning, Youth and Skills (ii) CAMH Service Manager (iii) Strategic Services, Strategic Development and Commissioning Manager, (iv) Pupil and Parent Services, SEN/LDD Strategy Manager.
- Embed Young People's participation in NYCYPSP Board with evaluation by Young People (Director/Chair of VIP Group).
- Monitor progress against LAA targets and ensure delivery against those for which CYPSP is thematic partnership (Performance & Outcomes Manager).
- Agree key indicators with CYPSP to be used for in-year progress monitoring and ensure inter-agency arrangements in place for timely reports (Performance & Outcomes Manager).

Performance Data – Key Findings

A summary is set out below of the comparisons derived from the DfES' annual publication of the table of comparative information - Section 52. The comparisons compare North Yorkshire with similar counties, all shire counties and England as a whole.

The enclosed analysis in the Appendix relates to the main headings within the Section 52 analysis albeit with separate presentation of some of the more important sub-sections.

The more detailed analysis provided by the DfES has been adapted to provide comparisons, for each individual item, of North Yorkshire's comparative position with similar counties, shire counties, England.

The information shown in the Appendix shows spending per pupil. The key conclusions from the analysis are:

- **Total spending** on the **Schools Block** of £3,574 per pupil is higher than the shire county average (£3,429). The extra £145 per pupil represents additional spending of over **£12.5M**. Compared with similar counties, where North Yorkshire has the highest spending per pupil, the difference is £107 per pupil representing an additional spending of **over £9.2M**.
- **Delegated School Budgets** are higher than the average for all shire counties and the highest of similar authorities. The additional £175 per pupil represents an **extra £15M** for North Yorkshire schools. Compared with similar counties, North Yorkshire spends an extra £147 per pupil equivalent to an **extra £13M**.
- The overall spending on the **LEA Block** (excluding Youth) is higher than the average of shire counties but the same as for similar counties although there are differences within the individual totals.
- The average spending on the **LEA Block** is achieved despite spending higher than average on Access which includes Home to School Transport, by £71 per pupil as compared with all shire counties and £24 per pupil as compared with similar counties. The effect of the above is that spending on the LEA Block, excluding Access, in North Yorkshire, is £152 per pupil which is a saving of £15 per pupil (**a saving of £1.3M** as compared with all shire counties) and with a similar saving compared to similar authorities.
- Within the LEA Block the Authority spends slightly more than average of both shire counties and similar counties on **School Improvement**.
- North Yorkshire spending on **Strategic Management** at £70 per pupil is particularly low as it is 25% lower than the average spending (£21 per pupil) for similar counties (a saving of over £2M) with a similar saving when making comparisons with all counties.
- North Yorkshire spending on **Youth** of £51 per pupil is similar to the average for shire counties of £53 per pupil.
- The proportion of the Schools Block delegated to schools in North Yorkshire is 90.1%. This is above the shire counties average of (88.8%) and the average for similar counties of 88.6%. It is slightly above the national average of 89.1%.

Funding Data for LEA 2006-07

	North Yorkshire	Statistical Neighbours Average	Upper Tier Authorities Average	ENGLAND AVERAGE
	£ per pupil	£ per pupil	£ per pupil	£ per pupil
ISB (including SSG, School Development Grant, Standards Fund, School Meals grant and Threshold and Performance Pay)	3,219	3072	3044	3323
Support for schools in financial difficulty	2	1	1	2
School-specific contingencies	37	38	33	40
14 - 16 More Practical Learning Options	7	2	1	2
Schools Budget SEN (not including PRUs, behaviour support, education out of school)	113	136	130	138
PRUs/ Behaviour Support/ Education Otherwise	57	53	52	63
Nursery schools budget (non-ISB) and non-maintained nursery education	85	112	108	101
Schools Budget Access	9	8	4	7
Schools Budget Central Administration	14	22	22	27
Schools Budget Non-Devolved Grants	0	5	6	6
Capital Expenditure from Revenue (CERA) (Schools)	30	17	26	20
TOTAL SCHOOLS BUDGET	3574	3467	3429	3729
Strategic Management	70	91	93	105
Specific Grants	9	8	8	9
Special Education	34	32	31	36
School improvement	39	37	35	39
Access	276	252	205	168
Capital Expenditure from Revenue (CERA) (LEA Central Functions)	0	3	4	3
Total LEA Central Functions	429	424	376	359
Total Youth and Community	51	56	53	73
TOTAL LEA BUDGET	480	479	429	432

PART 1 : SUMMARY EVALUATION FOR APA

OVERALL JUDGEMENT: CAPACITY FOR IMPROVEMENT

Evidence of Progress 2006/07- Links to CYPP Review Document

This part of the Self-Evaluation draws on evidence from all parts of the CYPP Review. This includes Part 2, Review of Performance 2006/07 and Part 3, Needs Analysis Review, June 2007 for the Five Outcomes, Capacity Building, Use of Resources and Performance Management.

Similarly, the Capacity for Improvement grading has taken into account Part 1, Summary Evaluations for APA, for all Five Outcomes and Service Management.

Improvement : Trends and Link to Service Improvements.

There is a strong track record of improvement in Key service functions and performance data. Service satisfaction data and outcomes for vulnerable groups support that overall picture. Most improvements have been sustained, and improvement is evidenced in all part of Local Authority Services. Most improvement compares well with similar authorities and, in significant areas, exceeds it. Additionally, there is a history of delivering innovative solutions to problems, particularly relating to the intractable issues of extreme rurality, pockets of deprivation, low comparative funding and an extended partnership network. Improvement from a high performance base is a strength as well as from lower start points. 2006/07 provides further evidence of outcomes improving in response to innovation in all Five Outcomes, in Capacity Building (our strategy for integration), in Capital Use of Resources and Performance Management.

Strategic Planning and Prioritisation

Our vision and priorities are supported by comprehensive, coherent and deliverable multi-agency and service plans. They are co-ordinated effectively through the direction and framework provided by the CYPP, which combines challenging ambitions for improvement with mostly realistic milestones or timescales and active resource management to deliver them. This year's review of the Plan has sharpened it further. There is a good Medium Term Financial Strategy, which links financial capacity and priorities for the CYPP period. Whilst driving and facilitating change, we also maintain good and often high quality services, and we act decisively where improvement is needed. Young people contribute extensively to planning and, increasingly, to judging the effectiveness of provision.

Leadership

There is highly effective leadership which is active and visible at many levels. Senior officers have a strong track record in delivering improvement. There is good Member engagement. A clear and coherent shared vision has been developed, which is providing coherence and momentum. Our CYPP was developed inclusively, drawing in all partners and staff at many levels, so that its priorities are owned within and beyond the Local Authority. "Buy-in" has been strong enough to maintain good progress despite some major changes and challenges in several partner organisations. Because of our strong and coherent strategy for integration (see Capacity Building and supporting evidence across the Outcomes in the CYPP Review), change is being implemented well. It has shape and momentum, and is making change make sense to staff and users by integrating lots of facets of change (services, processes, structures) in a single development rather than fragmented initiatives. Inter-agency involvement in designing and agreeing management and co-ordination structures has been important. New structures have brought staff into key posts at several levels from a wide range of Social Care, Health, Education and Integrated Service backgrounds.

Evaluation and Performance Management

Self-Evaluation is evidence based, thorough and honest. We are keen to learn from internal review work, external evaluation, and from good practice elsewhere. The CYPP Review demonstrates that. Year 2 of the Plan, and our track record, show the clarity and commitment needed for continued improvement. This includes having tightened up the Plan itself in the light of the Review so that it is well focused for the next phase. Performance management is comprehensive and effective. Improvement to Performance Management in Children's Social Care has been a sustained priority in 2006/07. The arrangements are now good, systematic and are having a real impact on Outcomes. The quality of the systems introduced has been confirmed by CSCI Business Relationship Manager. The recent OFSTED Inspection of Adult Learning (report due in three weeks) also showed significant impact from changes to management and improvements to performance management, which have helped to move our overall grading for that service from satisfactory to good. The evidence shows, therefore, comprehensive and effective performance management.

Progress is monitored, reported and timely, both to the Local Authority and Children's Partnership, and slippage is addressed. Local Authority monitoring includes financial management and performance.

Value for Money

Financial Management is a strength, with a clear and sustained focus on value for money. Informed choices

are made to balance cost and quality across all parts of the Local Authority's services for children and young people. This influences service and strategic planning. 2006/07 provides further evidence of this feeding through in improved and more efficient services. There is always more to do on this front, and 2007/08 has further milestones to maintain the focus. Commissioning and de-commissioning of services, and extensive use of a mixed economy of providers in many areas of service, help to maintain active management of value for money, which is essential in our low funded area.

Workforce Planning and Development

Systematic forward planning through our Workforce Strategy helps to ensure that we have the right people and skills in place to give the capacity needed for local priorities. This includes changes to the staff mix, and to the qualifications, reward and training frameworks. Job Evaluation has helped to make significant progress on the Local Authority framework for Integration, Developing and Retaining staff during 2006/07, including in the specific areas of Children's Social Care. Staff absence is actively managed. JAR confirmed that there is a good workforce strategy in place, and the 2006/07 Review shows that it is being implemented with multi-agency working a major feature. Work continues, and there are clear priorities for 2007/08.

Conclusion

JAR judged Local Authority Capacity for Improvement as Grade 3. Work in progress at that time, or due for implementation after the JAR Fieldwork stage, has been delivered effectively. JAR recommendations have also been progressed positively and continue to inform our planning. The progress and learning of 2006/07 have taken us, and our partners, further up the improvement curve. It has also engaged and empowered more people at many levels, including at local level, in active delivery of change within our shared framework of the CYPP. Outcomes continue to improve, and the strategy for further improvement has the coherence and momentum to accelerate progress in 2007/08. The APA in 2005 recognised that North Yorkshire made a late start rather than it was working slowly. Evidence from last year's JAR and from this year's CYPP Review, demonstrates the very substantial progress made in a relatively short time. The Inspection and the CYPP Review show that this has been possible because of the ambition, the quality of partnership working, and the strength and coherence of our improvement strategy. On balance, therefore, evidence suggests that Capacity for Improvement is now significantly more systemic than at the JAR Fieldwork stage.

APA SELF-EVALUATION, JUNE 2007	GRADE 4
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Mapping - CYPP Objectives against APA Key Judgements

APA KEY JUDGEMENT	CYPP OBJECTIVES					
	BH	SS	E&A	MPC	AEW	Cap B'ing
1.1 Parents and carers receive support to keep their children healthy	1.1, 1.4, 1.5	2.5	3.1, 3.2		5.7	6.1, 6.2, 6.4
1.2 Healthy lifestyles are promoted for children and young people	1.1, 1.4, 1.5, 1.6		3.1	4.1, 4.5	5.1	6.1
1.3 Action is taken to promote children and young people's physical health	1.1, 1.4, 1.5, 1.6, 1.7	2.4	3.1	4.3, 4.4	5.5, 5.6	
1.4 Action is taken to promote children and young people's mental health	1.2, 1.3, 1.7	2.3		4.1, 4.5		
1.5 Looked after children's health needs are assessed	1.2, 1.5	2.5	3.4, 3.6			
1.6 The health needs of children and young people with LDD are addressed	1.1, 1.2, 1.5, 1.7					6.4
	CYPP OBJECTIVES					
	BH	SS	E&A	MPC	AEW	Cap B'ing
2.1 Children and young people and their carers are informed about key risks to their safety and how to deal with them		2.3, 2.5				6.1, 6.4
2.2 Children and young people are provided with a safe environment	1.7	2.3, 2.4, 2.5		4.4		
2.3 The incidence of child abuse and neglect is minimised		2.1, 2.2, 2.4, 2.5				
2.4 Agencies collaborate to safeguard children according to the requirements of current government guidance		2.1, 2.2				6.2
2.5 Services are effective in establishing the identity and whereabouts of all children and young people aged 0-16		2.1, 2.2		4.5		6.2
2.6 Action is taken to avoid children and young people having to be looked after		2.5				
2.7 Looked after children live in safe environments and are protected from abuse and exploitation		2.1, 2.2, 2.5				

2.8 Children and young people with LDD live in safe environments and are protected from abuse and exploitation		2.1, 2.2, 2.4, 2.5, 2.7	3.6, 3.7		5.6	6.4
	CYPP OBJECTIVES					
	BH	SS	E&A	MPC	AEW	Cap B'ing
3.1 Parents and carers receive support in helping their children to enjoy and achieve		2.3	3.4, 3.5			6.1, 6.4
3.2 Early years provision promotes children's development and well-being and helps them meet early learning goals			3.2, 3.7		5.7	6.1
3.3 Action is taken to ensure that educational provision for 5-16 year olds is of good quality			3.2, 3.3, 3.6			
3.4 Children and young people are enabled and encouraged to attend and enjoy school and to achieve highly		2.3	3.1, 3.3, 3.6, 3.7	4.5	5.1	
3.5 Educational provision is made for children who do not attend school	1.7	2.2	3.2, 3.4	4.5	5.4	
3.6 All children and young people can access a range of recreational activities, including play and voluntary learning provision	1.1		3.1	4.3, 4.4	5.2, 5.5	6.1
3.7 Children and young people who are looked after are helped to enjoy and achieve			3.2, 3.3, 3.4, 3.6			
3.8 Children and young people with LDD are helped to enjoy and achieve			3.2, 3.4, 3.5, 3.6, 3.7			6.4
	CYPP OBJECTIVES					
	BH	SS	E&A	MPC	AEW	Cap B'ing
4.1 Children and young people are supported in developing socially and emotionally	1.3	2.3	3.1,	4.1, 4.3	5.2	6.1, 6.4
4.2 Children and young people, particularly those from vulnerable groups, are supported in managing changes and responding to challenges in their lives	1.2, 1.7	2.3	3.2, 3.3, 3.4, 3.5, 3.7			6.1, 6.4
4.3 Children and young people are encouraged to participate in decision making and in supporting the community		2.1	3.1, 3.6,	4.1, 4.2, 4.3, 4.4	5.1, 5.2	6.4

4.4 Action is taken to reduce anti-social behaviour by children and young people		2.4		4.4		6.4
4.5 Action is taken to prevent offending and to reduce re-offending by children and young people		2.4		4.5		6.4
4.6 Children and young people who are looked after are helped to make a positive contribution		2.1, 2.2		4.5		
4.7 Children and young people with LDD are helped to make a positive contribution				4.1, 4.2, 4.3		6.4
CYPP OBJECTIVES						
	BH	SS	E&A	MPC	AEW	Cap B'ing
5.1 Action is taken by partners to support families in maximising their economic well-being			3.5, 3.7		5.5 5.7	6.1
5.2 Young people aged 11-19 are helped to prepare for working life			3.2	4.3, 4.5	5.1, 5.2, 5.3, 5.4	
5.3 Action is taken to ensure that 14-19 education and training is planned and delivered in a coordinated way, and to ensure that education and training for 16-19 year olds is of good quality			3.3, 3.4		5.1, 5.2, 5.3, 5.5	
5.4 Community regeneration initiatives address the needs of children and young people			3.7			6.4
5.5 Action is taken to ensure that young people have decent housing				4.5	5.6	
5.6 Children and young people who are looked after are helped to achieve economic well-being				4.5	5.1, 5.4	
5.7 Children and young people with LDD are helped to achieve economic well-being					5.1, 5.2, 5.4	6.4

NB: Objectives in **bold** are where the APA judgement is substantially covered by the specific objective. Objectives in *italics* relate to where there is a general reference to 'vulnerable children' but not specific to LAC/LDD